

UBEA

Forum

VOL. 1 NO. 1
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UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

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For The Promotion of Better Business Education

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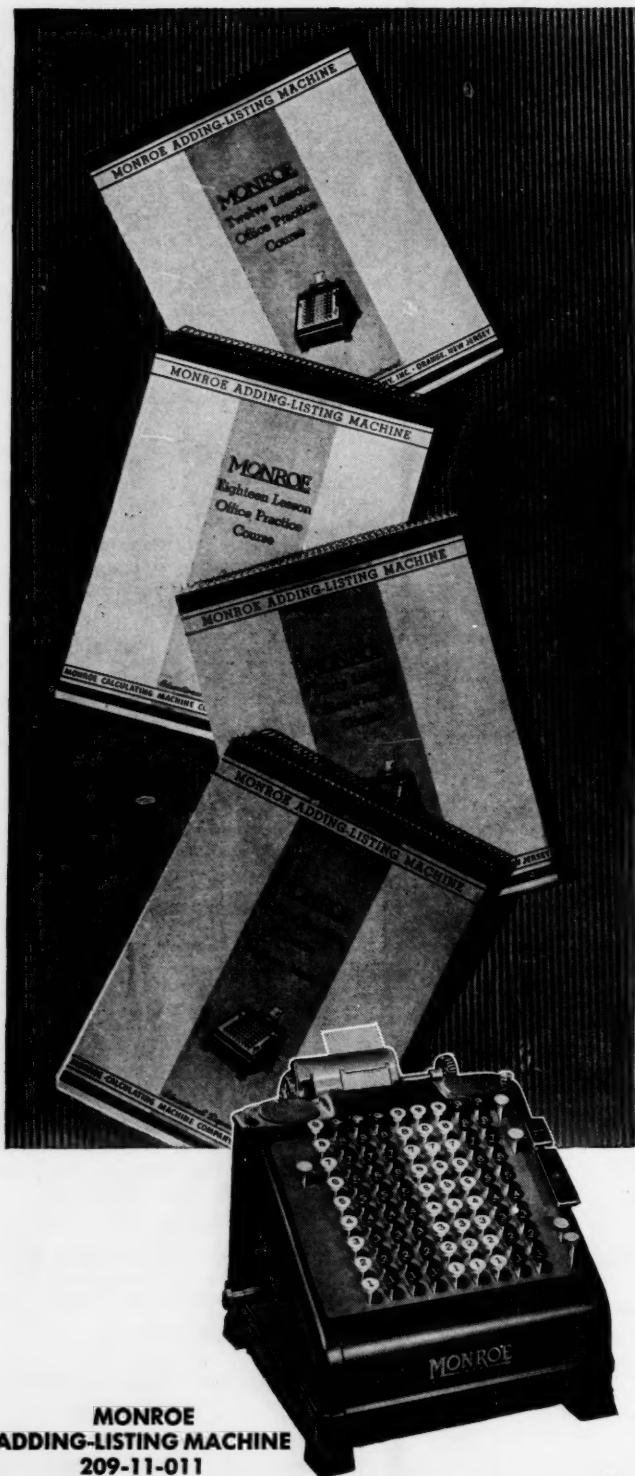
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A Statement by the Editor

We are embarking upon a tremendous enterprise. It is one which has been latent in the minds of business educators for many years. The word *we* is used advisedly, for the success of the United Business Education Association depends upon the vital interest of each and every member, and the results achieved through the activities of the Association will be felt by members and non-members alike. Much good will come through its program of coordinated activity, the influence of which will reach out into classrooms throughout the world.

This is a five-star enterprise. It consists of not only an association, but it is an association backed up with necessary and desirable services. These services include a publication issued on a quarterly basis, a club program known as FBLA (Future Business Leaders of America), a cooperative test service with Noma (UNITED-NOMA Business Entrance Tests), the issuance of typewriting tests and a monthly publication. All of these services are headed up under the office of the executive secretary which office is housed in the NEA Building in Washington, D. C.

The UBEA is an ambitious enterprise. *It is ambitious for business education.* It, and its services, are the outward manifestation of an internal and inherent desire on the part of business education. It is but the medium through which all business education may speak and make itself felt as a great generative force in educational circles.

The UBEA aims to be an integrating and unifying force in business education. Probably no other type of specialized education has ever had the staggering growth and accompanying problems that have been the lot of this type of education. Of course that is what fills the business field so full of interest and produces a real challenge to all who have chosen it as their life work. In short, there are problems, and all true business teachers enjoy trying to help solve them. Collectively, under the banner of UBEA we shall go forward.

In the face of all this, it is our fervent desire that the monthly publication of the Association shall play its part. It can be an integrating force in the activities of the Association and with your help, it shall be such. As far as I am concerned, in serving as its editor, I am possessed with a great feeling of humility and a heartfelt desire for the active cooperation of all business teachers everywhere. Only through such action can success in any measure be achieved.

J. FRANK DAME.

EDITORIAL

Why Your Students Should Belong to the Future Business Leaders of America

Organizations in which young people can gain experience in dealing with local, state, and national problems are becoming of great importance as an effective educational procedure. The national honor societies, the 4-H clubs, the Future Farmers of America, Junior Achievement, the Future Business Leaders of America and many others are providing young people with experiences which cannot be paralleled in the ordinary school setting.

Young Americans need and want opportunities to participate in youth organizations that will prepare them effectively to assume adult responsibilities in adult organizations. Reading about educational, political, social, civic, and labor organizations will not prepare them adequately for educational participation. They need to learn about the ways of operating an organization, the ways of preventing minority controls, the ways of bringing about desirable social, political, and economic changes through organizations.

Develop Leadership Qualities

Business teachers have at their command an organization of business students known as the Future Business Leaders of America, which will serve as the means of giving young people who plan to enter the business world an opportunity to learn about organizations and the way they work. The greatest contributions we as business teachers can make is to prepare young people for leadership as well as for employment. Because of this, United Business Education Association has taken as one of its major aspects the sponsorship of this organization of young people.

A recent advertisement of the Bell Telephone System in magazines of national circulation presented seventeen presidents of operating companies of the Bell System, all of whom, as the advertisement stated, came "up from the ranks." Eight of these presidents began their employment with the Bell System as clerks. One began as a salesman. The advertisement goes on to say, "One of its (The Bell System) traditions is that its executives come up from the ranks." This organization is not unique in American business and industry. Young people with ability, initiative, imagination, business preparation and leadership qualities are in strategic positions to advance to responsible positions. Business teachers have long given major attention to technical business preparation and in general have neglected leadership education. Never before have we had an opportunity to capitalize on the advantages of a national organization

of business students as a means of developing other qualities. The Future Business Leaders of America organization provides that opportunity.

A Going Concern

FBLA has now been a going concern for about six years. It was started just previous to the war. With the combination of war service organizations, to which both teachers and young people belong; and, further, due to the fact that travel and conventions were practically impossible, it was difficult to get the organization under way. However, even during those years, with little or no promotion or development of the idea there were some seventy chapters organized. Many different states organized chapters, carried on chapter projects, and participated in war work and other community activities.

General Organization Plan

The plans of the organization include local chapters, a state chapter, and the national office. Any student who is enrolled in one or more business subjects either in office or distributive training and irrespective of whether such training is federally reimbursed is entitled to become a member of the local chapter upon the payment to the national office of twenty-five cents dues each semester. A local chapter may be composed of separate clubs for different groups of business students; for example, full-time students, cooperative part-time distributive students, and cooperative part-time office training students. The state chapter will consist of two delegates from each local chapter. These delegates will meet once a year to transact the business of the state chapter and to review the work of the organization, to conduct a state convention and to lay plans for the national convention which is to be held each year in some central city. The national convention will deal with such problems as promoting better understanding on the part of young Americans of the services which business renders society, of the place of business education in the total educational program, of the facilities available to consumers for their guidance, of the ways in which such public services as radio, transportation, distribution, communication, government service and education can be improved. At the national convention there will be awards made to the various local and state chapters and individuals for significant community projects they have undertaken, for the chapter that operates its meetings in the best manner, for the chapter that can demonstrate the best way of conducting a public forum, for the best chapter scholarship standing, for the best public speaker, and the like. Part of the twenty-five cents dues each semester that each student pays into the national office will be used for the expenses of the convention, for awards, scholarships, and for the services of an executive

secretary who will be responsible for coordinating the activities of the various chapters and promoting further chapters.

The National Chapter

The national Chapter will have a president and six vice presidents. The United States has been divided up into six geographical districts. A vice-president will be elected from each district. There will be a secretary and a treasurer. These nine persons will all be students and will be elected at the time of the national convention. It will be the duty of the president to travel throughout the United States for the purpose of meeting with active chapters, to meet with prominent businessmen and women, and to work with the executive secretary in conducting the affairs of the organization. The vice-presidents will travel throughout their districts for the same purposes. Part of the twenty-five cents dues will be used for the travel expenses of these officers.

Each state at the time of the state convention will elect state officers who will be responsible for the activities of the FBLA within the state. Already some of the colleges and universities within the various states are making plans to have the state convention held at their institution, at which time an "FBLA Day" will be celebrated at the college or university.

A national advisory committee of prominent businessmen, educators, and labor representatives is now in the process of being formed. Local and state advisory committees should also be formed in order to get business better acquainted with what business education is doing for young people.

FBLA Emblem

During the war years it was impossible to purchase pins or keys for membership. These are now available for the three classes of membership. These classes of membership are fully described in the national constitution, which can be secured from the national office of the United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The Local Chapter

Before a chapter is chartered by the United Business Education Association, the group must elect officers, collect twenty-five cents dues from each member, submit a list of members and officers to the national office of UBEA together with the first semester dues, and set up a project which the chapter plans to carry out during the year. These projects may be any group-undertaking that has for its purpose the development of responsibility or initiative, or the idea of community service on the part of the members. For example, the chapter may undertake to furnish stenographic or clerical service to

the teachers, to a church, to a charitable organization such as the Red Cross, or some other welfare group. Merchandising students may assist in advertising, selling or otherwise promoting a community service project. It may undertake to make a study of job requirements for beginning workers in the community, or it may set up a placement bureau for its members. An extensive list of suggested projects is available from the United Business Education Association office in Washington.

The twenty-five cents dues per member may be raised either by asking each student to pay his own dues, or the organization may undertake to raise the money for the dues of the entire chapter by various activities which the school will permit.

Some questions have been raised as to whether superintendents and principals will permit such an organization which collects dues from boys and girls to operate. The pattern is well established in that the national honor societies and the Future Farmers of America are organizations that operate in the public schools. The fact that the United Business Education Association is a department of the National Education Association and, as such, has the backing of school people in general indicates that this is not a project for the purpose of making money or exploiting young people, but a functioning, educational enterprise.

FBLA Forum

Plans are now under way to publish either a section in the UBEA FORUM each month on FBLA activities, or to publish a special student bulletin dealing with the work of the FBLA.

This is an organization that deserves your support because it will give your students an opportunity they cannot otherwise have. Write today for complete details and a copy of the constitution so that you will be ready to begin your organization at once. A card or letter addressed to Mr. Hollis Guy, Executive Secretary, United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. will bring immediate information to you.

Our goal is 100,000 members by June 1948, and 1,000,000 in ten years!

Businessmen will support the organization in your community just as the farmers have supported the Future Farmers of America. They will sponsor your chapter and furnish the funds for delegates to the state and national conventions if you begin now to solicit their support in the formative stages of the organization. This is our real opportunity to tie our work in with business. Let's not pass up this opportunity!

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UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS SERVICE

WILLIAM R. BLACKLER, Editor
California Bureau of Business Education

The teachers of classes in distributive occupations take this opportunity to greet all teachers of business subjects. We express the hope that through this department we may achieve general understanding of this phase of business education and that greater cooperation will lead to a more efficient solution of the common problems of business and business education.

The term, distributive occupations, is relatively new, having come into use following the passage of the George-Deen Act in 1936. In this Act, provision was made for Federal aid for training workers in those activities in our economy concerned with the distribution of goods and services, or "distributive occupations," as they are referred to in the wording of the bill.

Although applied originally to programs under the George-Deen Act, the distributive phase of business education encompasses all of the various phases and levels of education and training having to do with distribution of goods and services.

As thus defined and used, distributive occupational training includes:

1. pre-employment
2. cooperative, and
3. in-service

training courses. It takes the student from his first expressions of vocational interest in distributive work through the introductory and orientational phases of retailing, merchandising, and salesmanship and into cooperative training. Here he receives more advanced training in school which is applied in and reinforced by actual work in a business establishment. Under such a plan the student is considered as being trained cooperatively by school and business.

After employment, distributive courses to the worker

are available on an in-service basis on technical, advanced phases of store operation and management, supervision, merchandising, salesmanship and related distributive activities.

The foregoing sets the framework for a coordinated program of distributive business training beginning with the introductory courses, through cooperative training, and continuing into and during employment. Such an integrated picture presents a challenge to determine the objectives, content, sequence, and relationship of courses that are given at the various levels.

Of importance to teachers in such a program are such subjects as factors in the selection of students, teaching methods and devices, uses of audio-visual materials, ways of developing instructional materials, methods of vocationalizing instruction, evaluation of the results of teaching, promotion of relations with business firms, and guidance, placement, and followup of students. These and related subjects as they apply to the three major areas of training previously enumerated, constitute a background for the materials regarding distributive occupations that are to appear in the UBEA Forum.

Contributions from "firing-line" experiences of teachers and supervisors of distributive subjects will be welcomed. Efforts will be made to present materials and experiences that can be readily used in or adapted to teaching situations. It is hoped that the section on distributive occupations will provide a place for the nationwide pooling of experiences and ideas of instructors, supervisors, coordinators, and administrators in this phase of vocational business training. An invitation is extended to representatives of business firms to contribute to this section of the Forum.

The cooperation and advice of all who are interested will be welcomed and appreciated.

OFFICE STANDARDS AND COOPERATION WITH BUSINESS SERVICE

HARM HARMS, Editor
Capital University, Columbus, Ohio

The wife of a Harvard professor once reported as follows when asked concerning her husband's success in the classroom. "Oh, his technique is quite simple. First he tells 'em what he is going to tell 'em; then he tells 'em what he told 'em he was going to tell 'em; and just before the bell, he tells 'em that he has now told 'em what he told 'em he was going to tell 'em."

That will be the general plan of procedure for this department. We are now on Point 1, i.e., you are about to be told what you may look for in this space in future issues. As the title suggests, it has to do with office standards and inter-relationships between school and business.

In this department, the reader may expect to find

UNITED SERVICES

what the businessman looks for in the applicants that come from our classrooms. We shall try to be as specific as possible. The general subject will be divided into three areas:

- a. What are the standards that have to do with skills? How rapidly should a person be able to type, to take shorthand dictation, to operate a calculator, to sort mail, to duplicate materials? How important is the speed factor in these skills?
- b. What factual knowledge is required? Is it essential, for example, that a beginning office worker know postage rates, identify the 100 largest cities in the United States, know government officials? Just what facts should a filing clerk, P.B.X. operator, for example, have at his command?
- c. What are the problems which lie in that great undefined controversial realm of personality? What about hose, smoking, dress and personal grooming? What are some of the little things that please the employer, that irritate him?

In obtaining these standards, we must necessarily cooperate closely with business. Techniques for doing this will also be presented in this department.

So much for the first step. We have told you why you will eagerly tear the wrapper from your UBEA FORUM and turn to this department to see what is new in standards and what are some of the techniques which make it easy for us to cooperate with business.

Point 2, the telling, is going to be somewhat more difficult. On this point we need your help. Businessman

or teacher, if you have something dealing with standards for office workers or techniques for implementing co-operation, send your ideas to the editor of this department (Harm Harms, Capital University, Columbus 9, Ohio). Several business educators from many of the states have already indicated their willingness to be on the lookout for anything which may be of service to our readers. Each contributor will receive due recognition. In order to have this material for the next issue, you should mail it as soon as possible. What information, materials, ideas do you have that are available now?

In accordance with Point 3, at the end of each year we shall make a summary of the important developments that have been made during this period.

The May issue, for example, is already taking shape. It will be devoted in a large measure to businessmen's replies to the urgent request of educators for more adequate standards. We shall endeavor to secure standards from associations covering large areas, standards from individual firms, and standards which are the results of a joint working together of office managers and business educators.

It is the hope of the custodian of this page to create a definite source of information easily accessible to all, focused sharply on the business assigned to it—standards and co-operation with business.

SHORTHAND SERVICE

THELMA M. POTTER, Editor
Teachers College, Columbia University

This is a time of searching for new frontiers—frontiers of mind, of space, of energy. Teachers, research workers, students, and all else who will are probing the depths to find new heights.

New frontiers of learning can be found in every classroom. In the day after day meeting with many classes and many students, however, our senses may grow dull, and we may become a little nearsighted, a little deaf, and lose the fervor and excitement which comes from discovering any new thing, however small. In skill building classes such as shorthand, this is a special danger. We dictate and students write. Some despair of the speed. They read, they transcribe. Some misspell words, punctuate incorrectly, leave out thoughts. They fail. We grumble and threaten and mutter "low ability." We are excused thereby. We go on to the next class, to the same struggle, to the same results. Isn't this the pattern? Hasn't it been the same for years?

It is time to look for a new frontier in teaching shorthand. We have in the past concerned ourselves with vocabulary, syllabic intensity, words and rules for words, reading, writing, and, more recently, discovered the complex art of transcription. Problems are still present in all of these areas. In trying to solve them, the large part of our attention has been focused on the things we

could see and hear because we thought we could at least believe our eyes and ears. It was the rare pioneer who tried to look through the outward activities to the inside secret workings that generated action.

The psychologists have experimented to find out more about those secret workings, and we can take much from the principles of learning which they have established. In a complex skill like shorthand, learning is not an easy task, and teaching shorthand requires real ability. Would that teaching it were as simple as "Take this dictation," or "Transcribe this letter." Behind each of these statements, unfolds a complexity of unseen actions which bring forth the results we see and hear. These unseen actions offer us a new frontier, for, like the psychologists, we are still early settlers in the land of learning, with many new explorations ahead of us.

One frontier leads to another, and while searching for signs which tell how people learn shorthand, we may be led to new uses, new systems, and new machine inventions which will enhance our work.

The Shorthand Teacher—A Builder of Habits

There are many shorthand teachers in the world. They are teaching hundreds of thousands of shorthand students this year in the schools of the United States. Next

year they will teach as many more. There are over a million people working in offices whom they have taught in previous years. In all of these people, habits have been built which will be with them wherever they go. Some of them are good habits and some are bad, and they are accompanied by likes, dislikes, fears, strong confidence, easy ability, or strenuous work effort. They have been established by the little things we teachers do or don't do, and the little things we say or don't say in the everyday workings of our classes. As each habit is established, it is added to all the other habits which make up the person, and to the degree that it is a good or bad habit, it will contribute to the potential success or failure of that individual. Have we, by the things we have done, made students just followers of directions—robots? Or have we made thinking, self-confident people who will go into offices and by their work strengthen a democracy?

This column is going to try to be an influence in some manner in the teaching of shorthand by providing an opportunity for us to look at a few far horizons, to make the day to day work in the classroom a little more exciting, and thus to arrive at a little greater fulfillment of the responsibility we have.

Write It Down and Send It In

This is what the shorthand editor would like you to do:

1. If you have found a new way to explain how to write, read, or transcribe which your students seem to understand better than some other way which you have used, will you write it down and send it in?
2. If you have used a word or an expression which helped some students understand something more clearly, will you write it down and send it in?
3. If a picture you put on the bulletin board or a diagram you drew on the blackboard helped to make a point, will you send in the picture or the diagram and tell us how it helped?
4. If a student says something which tells you how he learned a shorthand outline or solved a problem in transcription, will you write it down and send it in?
5. If you have tried anything different in your teaching (a change in homework, new transcription procedures, etc.) and found it successful or unsuccessful, will you write it down and send it in?
6. If you have *thought* anything different about the teaching of shorthand, will you write it down and send it in?
7. If you have a question, no matter how insignificant you might think it to be, will you write it down and send it in?
8. If you know of some teacher who is doing an excellent piece of work in teaching shorthand, will you send his name and tell about his work?
9. If you know of some research worker who is doing something of interest to shorthand teachers, will you write it down and send it in?

10. If you have any suggestions for things you would like to see in this column, will you write them down and send them in?*

The editor is hoping to learn about the people who are finding new frontiers and to introduce them to you so that their ideas may lead others to new frontiers, too.

If the mind of man can create a machine that flies seven hundred miles an hour, rockets which travel into unknown space, and energy which can destroy cities, can he not look into his own mind and push away the walls which hide the new horizons of learning?

Here's a Thought

Reading is a common activity in a shorthand class. Reading of both shorthand and longhand may be done for a number of reasons. In the reading of longhand, we may read for entertainment, to keep up with the news, to study for an examination, to build a vocabulary, to analyze and criticize the ideas presented, to find mistakes in English, to skim for general ideas, and for other such reasons. In each instance the purpose for which we are reading is usually clear in our mind, and with the purpose clear, our eyes and mind work together in getting out of the reading exactly what we want. When we are reading for entertainment, the mind may relax and enjoy the content without analyzing it in detail, but if we are reading to find English errors and to improve expression, both the mind and the eyes become more careful and precise in their activity.

The reading of shorthand may be done for many purposes, too—to get the meaning of the material, to learn to recognize new outlines, to recognize phrases, to separate thoughts for paragraphing, to increase speed and develop greater reading ease. Are the students always clear as to the reason for which they are reading? It may be that students do not read well because they do not know exactly why they are reading. When a purpose is not defined, each mind and pair of eyes may be thinking or looking at something different. This diffusion of attention limits learning.

Why not, then, try stating a purpose for reading each time it is done? You might say, "When you read this time, think of the meaning of what you are reading." "When you read, think how the thought changes so you can determine the paragraphs." "When you read, look at the outlines carefully and notice proportion so you will know what to practice to perfect your work."

The ultimate end of all reading in shorthand, of course, is for meaning so that transcription will be facilitated. Therefore, if you read a paragraph for the recognition of specific outlines, it is desirable to follow it immediately with a rereading for meaning.

Will you try this for a while and let us know what results you achieve?

*Address your cards and letters to Dr. Thelma M. Potter, Teachers College, Columbia University, 525 West 120 Street, New York 27, N. Y.

UNITED SERVICES

TYPEWRITING SERVICE

JOHN J. ROWE, Editor
Boston University School of Education

Your typewriting editor envisages the total picture for typewriting in the UBEA FORUM as follows: one issue (November 1947) will be devoted largely to some major problem of universal concern to all teachers of typewriting. All other monthly issues will contain a *Service Bureau of Information* designed to bring up-to-date and currently important problems in typewriting to your attention.

This is your magazine. Whatever space is allocated to typewriting is for one purpose only—to serve your needs. Feel free at all times to express your wishes and preferences as to the type of professional services expected of your editor in the specialized area of typewriting.

Shortcuts and time-saving devices in teaching will receive high priority on the list of topics to be covered in this publication. This will include new and improved instructional procedures in developing speed and accuracy, as well as vocational and personal use competencies. Teachers wish to learn of practical methodology which may be applied today and tomorrow in the classroom; they are most anxious to attain greater results for *this marking period!*

The monthly *Service Bureau of Information* is planned to keep you informed and up-to-date on the latest developments and changes in machines and equipment in the world of typewriters. Reports already being received indicate some marked innovations in new and improved equipment. Production output is already being accelerated as a result of certain changes in some typewriter service mechanisms. The more compact arrangement of the keyboard, justifying devices, multiple-carbon devices, typewriting from electronic recording machines—the Soundscriber, and the magnetized wire, to name but a few—will be brought to your attention through this column. Due to the unusual interest shown recently in the electrically operated typewriter, it is hoped one issue will be devoted to the special problems of this new development.

Also, your editor feels a responsibility to inform you of certain developments in related phases of typewriting. There are certain improvements in correspondence and secretarial techniques that will affect instruction in typewriting. Letter styling, changes in stationery forms, and the use of colored ribbons and stationery must all be important, judging by some innovations recently observed. Although these style changes would not justify a "fashion-column" at the present time, no one needs to be "out of style" as all important changes will be given to you through the *Service Bureau of Information*.

Preparatory to deciding the theme for the major issue, your editor sent out a questionnaire to a random sampling of 100 typewriting teachers to ascertain their current problems and wishes in professional periodical literature in typewriting. The returns received, although not complete at this writing, indicate the whole area of advanced and second-year typewriting as worthy of immediate and detailed consideration.

As now planned, the November 1947 issue will treat largely of the vocational phases of typewriting. The following typical problems and controversial issues will be treated objectively in the November 1947 issue: What specific competencies are included in advanced typewriting courses? What are the desirable speeds to be attained at the various stages of completion in the advanced typewriting course? What are reasonable standards of accomplishment at the end of various semesters and marking periods in advanced typewriting courses? How much of the skill-building program is based upon student self-appraisal and evaluation? How much academic credit should be given to typewriting, and upon what criteria should this credit be based? We are notoriously inconsistent in our administration of advanced typewriting courses. Where does shorthand transcription fit into the advanced typewriting course? What is the relationship of voice-writing machines and office practice to the advanced typewriting course? To what extent are simulated work-experience programs integrated into advanced typewriting classes? To what extent should we teach manuscript, statistical, legal, and other vocational phases of typewriting? It is high time we defined, evaluated, and set up standards for advanced typewriting.

Specialists in the various areas of typewriting methodology will be solicited to write articles for this publication. Those known to have been particularly successful in obtaining results in certain phases of typewriting will be asked to share their experience and knowledge with other typewriting teachers for the betterment of our profession. Important developments in research as related to our field will be reported through specialists engaged in such activities in the various universities in this country and abroad. Consultants and engineers for the various typewriter companies will be asked to keep us informed of any major changes in machines. Office managers and secretarial efficiency experts will be asked to keep us informed as to time-saving devices, trends in styling, and so forth. However, the greatest contribution will come from the classroom teacher (more doing and less talking). Please send me

your contributions if you feel whatever you may have is worthwhile and would be profitable reading for others. It is not necessary to wait for an invitation.

Your typewriting editor realizes the immensity of the responsibility created through this assignment. He wants to serve all of you to the best of his ability, public and private secondary school teachers, private business

school teachers, college and university teachers, as well as those connected with industrial in-service programs. He realizes periodical professional literature must be practical to the daily tasks being performed in the classroom. With your help he wants to make all these plans as outlined come true and thus facilitate the improvement of instruction in typewriting.

BOOKKEEPING AND ACCOUNTING SERVICE

Bookkeeping courses in the high schools of America continue to attract large numbers of boys and girls. The vocational emphasis on bookkeeping continues to be the major emphasis. There is little likelihood that there will be a decrease either in enrollments or in emphasis for vocational purposes. Thus bookkeeping, along with other important phases of business education, will continue to engage the thoughts and attention of those who are concerned with a sound program of business education.

Any attempt to enumerate the number of articles that have appeared about bookkeeping over the years would neither be practical nor of much value. What will appear in the years immediately ahead, should, however, be the concern of every editor, of every bookkeeping teacher, and of every person engaged in the preparation of bookkeeping teachers. The editors of this new magazine have great hopes that in the year ahead a new standard can be achieved for clear-cut articles on all fields of business education.

How You May Help

Bookkeeping is not a glamorous subject about which to write. Neither does it lend itself to the dramatic. There are, however, hundreds of bookkeeping teachers who are getting unusual results in their day-to-day teaching, which, if concisely written about and which, if published, in a magazine that goes to a large number of business teachers would contribute to the better teaching of bookkeeping.

Some bookkeeping teachers are conducting experimental classes with their students. Others are devising new and better ways to teach some of the more complex problems that confront the student. Others have made and are making surveys of one kind or another which help them to do a better teaching job. Some are working part-time as bookkeepers and thus bringing to their classes real, first-hand experiences. All of these activities are of interest and value to bookkeeping teachers.

The typical business firm, when it finds a new way to do a thing, hurries to patent or register the idea so that it may secure the financial rewards of monopoly. This

is not true in the case of the professions. Whenever a professional person finds a better way to do a particular job, he is eager to find ways of letting his fellows know about it. We hope the UBEA FORUM will be the kind of source to which professional persons in the field of business education will continually turn for the best in professional reporting.

Contributions Invited

Teachers, accountants, office managers, students—all are invited to contribute worthwhile material to the bookkeeping column each month and especially to the bookkeeping issue once each year. The teacher who has worked out an effective way to use visual materials, the student who has an interesting slant on how he is using his bookkeeping learnings in a real situation, the accountant or office manager who has some specific experiences with high school students, the teacher who is using actual bookkeeping situations in the community as a basis for the teaching of bookkeeping, the teacher who is doing original research on method or content—all are invited to send in their contributions to this section of the UBEA FORUM.

The bookkeeping editor will also welcome questions dealing with method, contents, special problems, or curriculum. These will be answered according to the best information available.

This column should, in effect, become the clearing house of good ideas in the field of the teaching of bookkeeping or bookkeeping teacher training. It should also be the clearing house for peevish or criticisms of what appears in these columns. If this column does not serve you as a bookkeeping teacher, it will fail in its purpose. If it does not serve you, then it is your professional duty to say so, and to indicate what you would like. You might even contribute something that would aid in the teaching of bookkeeping.

For Consideration

Our purpose will be to try to get the important issues before bookkeeping teachers for discussion and clarification.

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tion. The following are some of the things we would like for this column to consider.

We should like to know what bookkeeping teachers think about a two-year course of bookkeeping as compared to a one-year course.

We should like to have some reactions to the idea of a bookkeeping course serving as a basis for understanding how business operates.

What do bookkeeping teachers think the purpose of a course in record-bookkeeping should be and what should it contain that is different from a good first-semester course in bookkeeping?

What are the employment advantages, if any, of the student who has had a good bookkeeping course over the one who has not had any bookkeeping?

Do the students who live in large urban centers where office jobs are highly specialized need a different kind of bookkeeping or business preparation from that of a student who is likely to remain in a small community? If so, what are the differences?

What can the bookkeeping teacher do to relate bookkeeping to other learning activities which the student is having in the high school?

Shall bookkeeping be fenced off, as it were, from other things the student learns? If not, then how can we bring about a better interrelationship of learnings?

What has bookkeeping to contribute to consumer education and to better government?

What have alert teachers done about work-experience for their bookkeeping students?

Is a cooperative work program desirable in the field of bookkeeping as it has proven to be in the distributive occupations? If so, what should all bookkeeping teachers know about the problems of the cooperative program and how it has worked out?

What important trends are seen in the field of bookkeeping about which teachers should be informed?

What are you as a bookkeeping teacher doing to bring real situations into the classroom so that the bookkeeping instruction is tied up more closely with the kinds of situations your students will encounter when they start to work?

What would you like to see changed in the bookkeeping materials and textbooks that you are using?

Would you like to see the annual copies of the various examinations in the field of bookkeeping such as the New York Regents Examinations or the United-Noma Business Entrance Tests? What changes would you like to see in these tests?

The above are just some of the problems we see that this column might deal with. You undoubtedly think of others. Let the editor have your suggestions and your contributions and we shall do our best to see that the readers of this column are served in the ways which

will be most helpful to them.

It is always easy to sit on the sidelines and criticize the writers or editors of our professional journals. It is not so easy to make a worthwhile contribution ourselves, but you are sincerely invited to do both in regard to this column.

A Difficult Task

Our task as editor of the bookkeeping column or the task as editor of any other section of this magazine is a difficult one because of the wide range of situations in which many of us teach. There are some 25,000 public high schools in the United States, but over 13,000 of these high schools still enroll 150 students or less. At the other extreme we have high schools that enroll as many as 10,000 students. There are teachers who devote the entire day to the teaching of bookkeeping while others teach bookkeeping along with social studies, or science, or health and physical education with coaching duties on the side. Some of the teachers of bookkeeping are certified public accountants, others have "had" a course in accounting in a college or business school. Some of the teachers of bookkeeping have had extensive experience as bookkeepers or accountants, others have never actually kept a set of books or worked in an office. Some have had methods courses in the teaching of bookkeeping, others have learned the hard way. Some have the benefit of well-organized courses of study; others have had to work out their own. Some teach in states where they have the *active* leadership of a state director of business education; others work in a situation where the state director either has had no background or experience in office occupations or in states where there is no state director to give aid and help when needed. Any attempt to meet the wide range of needs of such a heterogeneous group is on the face of it almost impossible. Our success will depend entirely upon those teachers who recognize these vast differences and who will take the time and effort to make significant contributions to the varying range of interests and needs.

The bookkeeping issue of the magazine will appear in the Fall. Send us your suggestions and contributions now so that we shall have sufficient time to bring the best of these to our readers. We know we shall have your cooperation and help.

OFFICE AND CLERICAL PRACTICE SERVICE

JAMES R. MEEHAN, Editor
Hunter College

The UBEA FORUM has a great opportunity to render invaluable service to teachers of office and clerical practice if it will establish a greater exchange of information between business men and teachers. Business teachers

base a great deal of their information upon their individual experience, and unquestionably this is desirable, because business experience gives the teacher not only concrete information but greater confidence and better

judgment as well. Unfortunately our experience gradually becomes outdated and our chances of reacquiring business experience diminishes with the years. Reports in succeeding issues of this publication on standard office operations will assist materially in keeping experienced teachers abreast of the latest and most efficient office procedures.

Specifically a report on the recent study made by Dr. Earl P. Strong of Remington-Rand on the use of transcribing machines in the preparation of financial reports at the internationally known credit rating firm of Dun and Bradstreet should prove of great interest and assistance to all teachers of secretarial practice and clerical practice.

An up to date report on the preparation of a modern payroll by a payroll supervisor, or by a business teacher who has actually been engaged in this work recently should prove of equal interest to teachers of office practice and clerical practice. The payroll of today which entails cumulative records of gross earnings and deductions in no way resembles the sealed envelope containing cash of some twenty odd years ago. Today the employer must make an average of six deductions—withholding tax, Social Security, bond pledges, insurance, hospitalization and union dues. Records relative to each and every employee must be kept up to date and available at all times. It is hoped that a report of just such nature covering the payroll from the punching of the time card to the issuing of the paycheck will appear in the special edition devoted to office and clerical practice.

A report that should prove of equal interest in the special issue would consist of a report on the proper handling of an order in an efficiently operated office. During the war many unessential steps were eliminated in the preparation of orders, travel time was also reduced, and many types of delays were reduced to a minimum. A report, complete with a flow chart showing the routing of an order and the work performed at each station would give both the student and the teacher a better picture of the work of a modern office. It would also give the student a better appreciation of the importance of the work he is asked to do whether it be the extending, duplicating or the filing of an order.

Much has been written about the various methods of teaching office practice, including the advantages and disadvantages of each method, but little has been said about the work to be done in each division or unit of the work. If we agree that the same time should not be devoted to the teaching of all types of office machines then an article on a given machine whether it be a listing machine, a key-driven calculator, a crank driven calculator, a billing machine, or a bookkeeping machine should be of material assistance to all teachers of office practice. Briefly, the article should cover the prerequisites for the work—and a justification of the prerequisites, the time to be devoted to the unit, the salient points to be covered, and the operating standard to be attained at the completion of the unit. There has been little or no cooperation in this field between the manufacturer-maintained school on the one hand, and the public, private, and parochial schools on the other hand. It is hoped that some of this information will come from teachers and supervisors of manufacturer-maintained schools.

In the office practice issue of the FORUM an authority in the field of business education will be asked to present the latest trends in office practice and to indicate the areas of our work which should receive more time and attention. Since it is a common fault of teachers in our field to attempt too much in the time allotted to our work the writer will also be asked to indicate areas where too much time is given to a subject or where the same material is repeated in different courses.

The issue editor also hopes to receive at least one article from an officer of the National Office Management Association or the American Management Association giving his views on the topics which should be covered in office, clerical, and secretarial practice and the relative importance of each topic.

Readers are urged to submit manuscripts on any of the topics indicated in this editorial or upon any phase of the work which they think would be of general interest. Finally, it is hoped that one article will present one of the latest techniques in office work such as disc or wire recording, the photostating and microfilming of records, or the use of key punch equipment in industry.

GENERAL CLERICAL SERVICE

HELEN B. BORLAND, Editor
University of Colorado

The war-time plea, "Give us stenographers and typists as fast as you can train them," no longer rings in the ears of the business education teacher, and, with the lightening of that pressure, the teacher can again turn his attention to a wider range of vocational needs and opportunities of the would-be business employee.

New developments in business education curricula and

courses have come about, more often than not, because employer or student criticisms have made teachers aware that the training the student was receiving either was not adequate, or was not appropriate. Changes then were made on the basis of the criticisms, rather than on a careful study of the business situation. Teachers were reluctant to approach the business man and the business

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man was not willing to take any initiative in the matter. The teacher who did approach the business man was told, often, "You teach them the three R's and give them a little common sense, and we'll do the rest." The teacher took this as an expression of a lack of confidence in school training, and felt rebuffed. As a matter of fact, the business man was asking, probably, for exactly the kind of pre-employment training his workers needed, had his statement been analyzed somewhat more carefully. Fortunately for business education, business men are increasingly aware of the importance of school training, and more than ever before, they are willing to cooperate with teachers in making business education successful and vital.

In recent years, in an effort to evaluate school training on a sound basis, studies have been made of the duties of the office worker. One¹ of these studies found that, in large businesses, beginning workers in the office were required to serve an apprentice period in general clerical work, and that 85 percent of the work done by these employees involved the skills of typewriting, filing, and non-specialized clerical work. Non-specialized clerical activities were activities such as classifying and sorting, or checking names or numbers for accuracy. Office managers have reported that beginners often are started in the mailing room, or in the shipping department, where certain clerical duties must be performed. Even in small businesses, the beginning workers, especially the younger workers, are usually given simple clerical duties in connection with mailing, messenger, or checking duties. Seldom is the young high school graduate started as a stenographer or the operator of a machine requiring some degree of skill until an acquaintance period is served, and not even then if a more mature college graduate or experienced worker is available.

This situation is indeed fortunate for the beginner, for it places him in the general service departments. In these departments he is able to learn the operation of the business as a whole. Business executives differ in their opinions as to the best training positions for their future executives. Some prefer the position of private secretary to the head executive; but others prefer one of the service departments, especially the mailing room, for the picture it gives of the operation of the entire business. Employees attached to specialized departments usually become so engrossed in the trees that the forest is forgotten.

One result of this placement of beginners is that shorthand and some machine skills tend to become delayed-use skills for the high school student, rather than immediate-use skills. The immediate-use skills are likely to be those of the three-R's-and-common-sense type the business man has been asking for, such as checking names

and numbers, recording information by hand on forms, handling common office duties that are so habitual to the experienced business man that he thinks of them as common sense rather than as the result of training.

Courses and curricula in general clerical training are relatively new, although the materials of these courses have been incorporated in secretarial and office practice courses. "There is no uniformity of grade placement, objectives, or content in general clerical courses as they are now given. Secretarial or office practice courses are often mis-named by being called clerical practice." Clerical practice is a very flexible course, and lends itself to a variety of situations and purposes; it is adapted to large or small schools; because it has personal use value, it may be used as a pre-vocational course on a try-out basis; it may either precede a course in office machines, be combined with it, or follow it. However, since its principal value is in its immediate-use vocational training, it is more useful when it is offered near the time of employment.

General clerical curricula usually are characterized merely by the absence of shorthand, and do not reflect a careful study of the needs of the clerical workers. There is indeed a fertile field in clerical training for analysis and research.

A handicap in developing adequate clerical training programs may present itself as a result of the hit-or-miss fashion in which this area of training has grown up. Because of a misunderstanding of its function, the general clerical course or curriculum has been used as a departmental dumping ground. Business teachers are keenly aware of the unhappy effects of dumping on the progress and development of a training program, as is evidenced by their bitter complaints against other departments or advisors in their schools. The Business Department is grateful that there are simple machines and clerical operations in business that require a minimum of skill and intelligence, since the satisfactory vocational adjustment of the less well-endowed is a major responsibility of the school. But opportunities of this type are limited, as are the personal use values involved, and the ill-adapted student should not be encouraged to believe that the clerical field offers him opportunity for progress and success.

The majority of clerical operations require two kinds of skill: the skill of performing the operation itself, and the skill of fitting the operation into the business process which it is designed to aid. The first skill may vary from the simple to the complex, but even the simple skill will be found to require some definite ability on the part of the student. Lack of the second skill too often is the cause of the poor performance of the student when he goes out on the job, and the student who has earned an A in class often performs as badly as the D student. Supervisors complain that our students may be able to perform a routine or operate a machine well enough, but they have no understanding of how their work fits into

¹Potter, Thelma Maude. *An Analysis of the Work of General Clerical Employees*. Columbia University. Teachers College. Contributions to Education No. 903. 1944.

the flow of work of the office, how to work with other people, how to take the responsibility for getting their work done properly and on time, and so on through a list of office traits and skills. The demands made on both student and teacher in the development of this second skill are very much greater than that required for the development of the first skill.

An understanding of the way in which clerical processes can be performed and improved, and their importance in the work of the office becomes increasingly important to the employee as he is promoted to positions of responsibility. This knowledge is of prime importance to the supervisor or small business manager, yet this area of management training has been largely neglected by business departments. A goodly amount of the time and effort of the office manager is devoted to the control of clerical and stenographic activities. On his success in this field, plus his success in the field of human relations, depends, in a large measure, his success as an office manager. Training for promotion challenges the efforts of the most capable students. It also challenges

the teacher. In no other field of business education is business experience of more importance, in order that the teacher, from her own knowledge of office procedure, will teach the clerical operation as the servant of a business process and not as an end in itself. In no other field is there a greater need for keeping up to date on office procedures and equipment.

In this column, in the coming year, some of these problems of objectives, of teaching procedures, of planning, as they apply in the large and small high school and the college, to the experienced and inexperienced teacher, will be discussed by successful teachers. These teachers have achieved practical, workable plans through experiment, through study and planning, and their ideas and experiences will provide valuable guidance in the solution of many teaching problems in clerical practice. As an interchange of ideas is always fruitful, your comments on the articles, or your experiences in teaching clerical practice courses will be welcomed by the editor.

BASIC BUSINESS SERVICE

HAROLD B. GILBRETH, Editor
Winthrop College

Do you, the reader of this new magazine, teach introduction to business, business law, economics, consumer education, advanced business training, or economic geography? Are you, the reader of this new magazine, employed in a school where these subjects are taught, but by someone other than yourself? If so, you should read this department during each month of its publication. It is here that we will attempt to keep you informed about what is happening in that phase of your work which is usually called basic business education. It is here, too, that you will be able to inform yourself regarding "that other part" of business education about which you should have fundamental knowledge and understanding even though you teach skill subjects exclusively.

Plans are being formulated for this section which will give you access to what is new in basic business education. This page can serve you in a number of ways. It can and should let you know what new developments are taking place in the areas covered by the basic business subjects. It can and should let you know what new research is under way in connection with the various subjects listed in the first paragraph of this statement. It can and should let you know about new and old ideas relating to the training of teachers of these subjects. The methodology of teaching basic business subjects will and should be a primary concern of the articles to be printed here. In other words, it shall be the purpose of this department

to provide you with ideas, facts and knowledges which should be helpful in improving the classroom teaching of those subjects which have such an important place in the development of excellently trained office workers, and intelligent citizens who understand what is going on in and how to use the services of this practical business world in which we live.

Who is to prepare this information? That is an important question. Present plans call for those of you who are interested in the various basic business subjects to give your best to business education by submitting articles which deal with problems and ideas relating to this important phase of our educational program. You, the reader, are the person to make these contributions. This is your magazine and this is your page. What will you do with it? It will not be the purpose of this page to propagandize for any particular method, idea, or group. On the other hand its purpose will be to present significant ideas and research, controversial or not. This principle should result in the accumulation of helpful information which may be evaluated and applied to classroom organization, techniques, and procedures as they relate to basic business subjects.

Do you have pet theories and ideas about basic business subjects? Have you done any research in this area which should be made available to the members of the business education fraternity? Are there new developments in your school, state, or area which

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should be made known to those interested in basic business education? Of course, the answer to all of these questions is a positive one. It is both your responsibility and your opportunity to submit materials for future publication. They will receive careful consideration.

The remaining portion of this department is devoted this month to selected questions which the writer believes should receive careful consideration of those interested in the development of basic business education. There are many others which cannot be listed in the available space. This list of questions should serve as a challenge to those of you who want to see advancement in basic business education, either generally or in connection with specific subjects. What are your ideas concerning these or other important matters in this field?

Who should teach the basic business subjects? The time has come for us to make concerted effort to see that these subjects are taught by well-trained teachers. In many cases they are taught by the unprepared. Who are these teachers? Are they members of a business education faculty or are they teachers of the social sciences, home economics, mathematics, or the sciences?

What should be the content of the basic business subjects? Should we encourage teachers other than business teachers to teach some of the subject matter we have developed over a long period of time? Would we be fair or proper if we discouraged this developing practice?

How should these subjects be taught? Should they be taught as separate subjects or should they be integrated with other subjects to the exclusion of separate subjects? There is much to be said for both points-of-

view. What is the answer for introduction to business, business law, consumer education, and advanced business training? Will the answer be the same for all of these subjects?

What are the objectives in the teaching of basic business subjects, both generally and specifically? Are these objectives really valid? The war tended to make both teachers and administrators think about this matter—at times to the detriment of the offerings involved. Should we develop new objectives or should we continue to use the same objectives? Times are changing. Educational practice and organization of subject matter is changing. Should teachers of basic business subjects change their objectives, practices, and organization of subject matter in terms of newly proposed educational needs and responsibilities?

What plans, if any, are being made to provide an adequate subject matter background for prospective teachers of basic business subjects? The writer knows of a state which recently set up specific requirements for certifying business teachers. This state requires a definite program of basic business education, called by that name, for teachers of the skill subjects as well as for those who are planning to teach the basic business subjects. Is this desirable? If so, to what extent should prospective teachers be required to enroll for these subjects?

What are your ideas about these questions? We hope they serve as a challenge and that some of you will discuss them as well as others which may be of equal importance. Such discussions about basic business education should enable this area to progress and to develop a more intelligent group of future citizens and workers.

UNITED STUDENT'S TYPEWRITING TEST S

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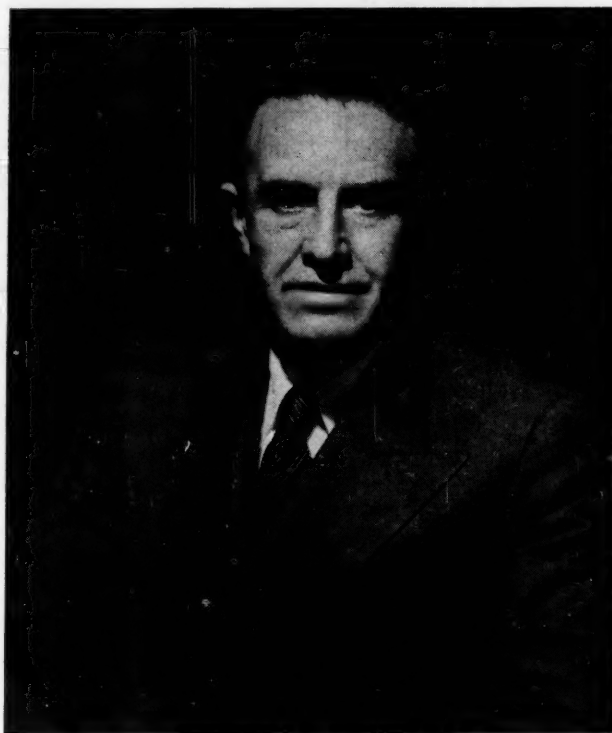
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UNITED BUSINESS EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

Greetings



W. AVERELL HARRIMAN, *Secretary*
U. S. Department of Commerce

I extend my best wishes for success to the UBEA FORUM.

The goal you have set—that of stimulating and encouraging improvement in business education—is of the greatest importance. To maintain a high level of economic activity in the United States and the continued fulfillment of our responsibilities of world leadership will require the highest degree of skill and training on the part of people in business in all capacities.

May I cordially invite the members of your Association to make full use of the materials and services of the Department of Commerce as a means of achieving your worthy goal.

W. AVERELL HARRIMAN
Secretary, U. S. Department of Commerce.

GREETINGS



PEARL A. WANAMAKER

The National Education Association welcomes the United Business Education Association as the representative for business education. The ever-changing training needs of business workers represent a great challenge to the ingenuity and flexibility of American education. The formation of the United Business Education Association is evidence that business educators are aware of their important destiny.

This association can perform many important services for business teachers. Your publications will bring ideas of new methods, materials and training trends to the classroom teacher. You can assist in developing the closest possible relationship between business teachers and instructors of other subjects to the end that all school training will more effectively serve the individual student. As a national association, you can develop and maintain strong contacts with business and trade associations as well as with member groups of the National Education Association.

An important future lies ahead for the United Business Education Association.

PEARL A. WANAMAKER,
President, National Education Association.

Greetings from the U. S. Commissioner of Education

I am happy to send the greetings of my associates in the U. S. Office of Education to the members and officers of the United Business Education Association on the occasion of launching the UBEA FORUM.

The merging of the National Council for Business Education and the N. E. A. Department of Business Education into a unified organization is, in our opinion, a very forward-looking development. It is our hope that the uniting of these two organizations will presage the further development of closer cooperation and greater unity of effort by local and regional associations interested in promoting constructive long-range programs that will meet the total business training needs not only of in-school youth, but also of out-of-school youth and employed business workers.

The members and officers of the United Business Edu-

cation Association have our best wishes in their promotion of the constructive development of the total program in business education.

J. W. STUDEBAKER,
Commissioner, U. S. Office of Education.

Greetings to the UBEA Forum

The very best of luck in this new publishing enterprise; and more important, great zeal and courage in seeking the truth in business education. This UBEA publication can make a real contribution to business education if it will help business teachers and businessmen achieve real standards. There is some evidence that many of our present goals are outmoded, but many more data are needed before better standards can be built. There cannot be too many workers in business education with this high objective in mind. Knowing that the UBEA will cooperate faithfully for this and other sound causes, and against narrow partisanship and petty competition *The Journal of Business Education* welcomes this new publication into the field of business education.

HERBERT A. TONNE,
Editor, The Journal of Business Education.

Greetings and Best Wishes

I am pleased to be able to greet the members of the United Business Education Association in the initial number of your new monthly publication. With my greetings, I extend my best wishes also. I have long believed that education for business should have a better place in the educational sun. Any superintendent of schools who studies the post graduation occupations of his high school graduates comes to feel this way.

Business education will come into its rightful place in proportion as it is able to adapt itself boldly to changing needs. These are times of tension, and times of tension are times of change. They are also times of great opportunity for service. Because I know something of the vision of your leadership, I have confidence that your Association will lead in the discovery of new horizons for business education.

WORTH MCCLURE,
Executive Secretary, American Association of School Administrators.

United for High Objectives!

Greetings to the United Business Education Association from the American Association of Junior Colleges representing 650 public and private junior colleges of the Nation with a student enrollment of 350,000 for the current semester. We offer our best cooperative services for expanding in scope and improving in quality the training program for occupations in business. Together

: U B E A F O R U M

GREETINGS

may we face enthusiastically and effectively today's new opportunities. Let us unite upon the essentials necessary to meet the expectations of our communities and our students!

We welcome your new monthly publication in the field of business education. It is dedicated to the advancement of training programs for many occupations in business on which the personnel of our Junior Colleges is actively and aggressively at work. All trends indicate that we face a new era in the expansion of post-high school education. Your magazine then can interpret for, report to, and lead forward to greater achievements, teachers in high schools and colleges. We salute you, therefore, at the beginning of this new adventure! May inspiring experiences and great success reward your work!

One of the major objectives of your organization, shared with our organization, is that of aiding youth and particularly those returning from services in World War II to establish occupational goals and to form adequate training programs to attain these goals. We are concerned with youths' competency as workers, as citizens, as persons, as homemakers. No more worthy objectives could unite us today!

Since a number of studies reveal that from 25 to 35 per cent of all high school and junior college graduates enter store and office occupations, it becomes our joint responsibility to prepare workers for effective and promotional employment in these distributive occupations of our time. This is a major peacetime task to which we may willingly and cooperatively dedicate our best efforts.

Strong teamwork for us in all relations in the days ahead will match the tasks that are ours.

ROSCO C. INGALLS,
*President, American Association
of Junior Colleges.*

Greetings to UBEA

The formation of the United Business Education Association represents one additional and most important expression of unity on the part of business educators in the United States.

While the oral and written expressions of business educators occasionally portray divergent points of view, most of the differences relate to details and not to basic principles. Leaders in business education are in almost complete accord on fundamental concepts. One such concept is unity and co-ordination of efforts in business education, such as the UBEA is attempting to accomplish.

The editorial staff of *American Business Education* extends to the UBEA, its officers, and to Dr. Dame, editor of this new publication in business education, greetings and best wishes.

H. G. ENTERLINE,
Editor, American Business Education.

Welcome to the New UBEA Forum

Welcome to the growing ranks of professional journals devoted to business education.

Our field is a wide—and a widening—one. It is no longer limited to the small core of shorthand, typing, and bookkeeping instruction. Its horizons are stretching far and wide; the launching of your first issue is symbolic of the growth in our field.

The professional world we know today needs many journals. It needs them to report its activities, its trends, its problems, its developments; to record its successes and failures and to crystallize the elements that caused them; to find new authors and new ideas and new leadership and new solutions.

We welcome you; and we share your hope for, and your expectation of, your permanent and important place in the cause of practical education.

ALAN C. LLOYD,
*Managing Editor, The
Business Education World.*

Greetings!

In these times, when schools are endeavoring to provide for all our school youth an adequate education for a productive place in our civilization, secondary-school administrators are deeply appreciative of the high and useful place of business education.

The National Association of Secondary-School Principals heartily welcomes the leadership of this important area of education into a more active professional participation through the establishment this year of a permanent office in the NEA Building, under the direction of Hollis P. Guy, Executive Secretary, formerly Assistant Professor of Commerce, University of Kentucky. This new UBEA FORUM will be received by educators as a ready and valuable source of professional information in Business Education.

The United Business Education Association, including the most resourceful, articulate, and energetic groups of business education teachers, will be recognized as the united professional group of teachers engaged in training for business and in providing that type of general education needed by all youth. The separate professional interests and activities of the several groups have been both significant and substantial over the years. They promise to be even greater in the future, and the administrative officers of secondary schools will willingly accept the professional work of this organization. The education of our millions of youth with varied aptitudes and interests to be effective citizens in a democracy requires the united efforts of all educational groups.

PAUL E. ELICKER,
*Executive Secretary, National Association
of Secondary-School Principals.*

GREETINGS

Real Interest in Business Education

I am much pleased to learn of the reorganization which has resulted in the establishment of the United Business Education Association. There is, at the present time, an unprecedented interest in the field of business education which is bound to increase with the expansion of American business and industry. The schools and colleges have become more and more aware of their responsibilities for the training of young people in this growing area. But there are many problems which remain unsolved not only as to the variety of positions to be trained for but as to the level of instruction and the relation of technical training to general education. Your organization will contribute powerfully to the solution of these problems. If, at any time, the American Council on Education can be of any assistance to you, I hope that you will feel free to call upon us.

GEORGE F. ZOOK,
President, American Council on Education.

Greetings to the Business Educators of the UBEA

The members of the Executive Committee of the American Vocational Association extend greetings to the members of the United Business Education Association. In the AVA we have a very large number of men and women who are interested in the further development and effectiveness of the various aspects of education for business. This group naturally extends cordial greetings to the UBEA. We shall be very glad to work with the members of the UBEA on any matters that will be helpful to the cause of education for business.

L. H. DENNIS,
Executive Secretary,
American Vocational Association, Inc.

Greeting from Delta Pi Epsilon

Delta Pi Epsilon, with its 1,100 members scattered throughout the United States, sends greetings and best wishes to the United Business Education Association, the new organization resulting from the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. These two organizations have served well. They "ran the interference" for business education in an honorable and professional manner. Business education, although still an infant when compared with other curricula, is gradually growing up and with it naturally comes a change in techniques of fostering its welfare. The United Business Education Association with its quick growth and with a membership of 10,000 expected by the end of the year, is testimony that its advent was timely. Certainly this unification represents a power and influence far greater than several smaller organizations each going its own individual way.

Business education means much more than clerical and stenographic training. It is high time that cooperative work-experience programs for both store and office workers are dealt with in a more practical way. This new organization proposes to deal primarily with this aspect of business education and shall devote much space in its new journal dealing with the teachers' problems in the field of store and office work.

Delta Pi Epsilon, the graduate fraternity in business education, wishes the United Business Education Association much success in its new venture.

EARL S. DICKERSON,
National President.

To Members of United Business Education Association

Congratulations to you in the field of business education who have joined together in an association that will function as a Department of the National Education Association. Never have united efforts of educators been more greatly needed and never have there been as challenging opportunities in practical fields of education such as yours.

Because the purpose of business education is to prepare young men and women for useful employment, there will be many points at which the work of your Department and the American Vocational Association will have mutual interests. We can anticipate frequent occasions for working together in the years ahead. Undoubtedly many of you in leadership positions in business education will find that membership in both organizations is important for personal gains as well as for the needed support that these groups give to our relatively newer fields of education.

May I, in behalf of the A. V. A. membership, extend to you all good wishes for success in the development of a strong organization that will find its appropriate place among other education organizations.

FLORENCE FALLGATTER,
President, American
Vocational Association.

Greetings

In these days when teachers generally are thinking about the United Nations and about UNESCO, it is a genuine delight to welcome every evidence of united effort in business education. The United Business Education Association is such evidence.

Eight years before the Declaration of Independence was written, there was current in the colonies a song, *The Liberty Song*, which contained these lines:

Then join hand in hand, brave Americans all!!

GREETINGS

By uniting we stand, by dividing we fall.

Many years later Longfellow, in *The Song of Hiawatha*, wrote, "All your strength is in your union."

Here we have one of those underlying principles of democratic living to which we all give a nod of assent, but which too often we fail to implement by action. The United Business Education Association has undertaken the implementation of united effort on the part of all of us who are engaged in the varied aspects of business education. We are profoundly indebted to those leaders in our field who have brought the UBEA into existence. They have built well, but their vision extends beyond the immediate present. As the months and years go by, let us earnestly hope that all of us will catch that vision and carry high this new torch of united effort in business education.

CHARLES G. REIGNER,
Editor, The Rowe Budget.

Greetings and Congratulations

It is a genuine pleasure and privilege to have this opportunity to extend official greetings and congratulations on behalf of NOMA to the members of the United Business Education Association through the columns of your new publication. In recent years especially, the National Office Management Association has taken an active part in promoting a spirit of enlightened collaboration between educators and business men. More than 70 percent of our Chapters are participating in active liaison programs and many have been instrumental in the formation of "Business-Educator" groups of a permanent nature.

Our two associations have much in common and this community of interest extends right up to the college level. Recent studies by NOMA have focused attention on available courses of instruction offered by institutions of higher learning to those preparing for business careers. In the most recent of these surveys more than 500 colleges and universities cooperated.

One of the most outstanding results of our cooperative efforts are the *United-Noma Business Entrance Tests* (formerly the *National Clerical Ability Tests*), which have been taken by thousands of candidates for office occupations. Each year increasing reliance is placed upon these tests by employers.

With such an interest in educational matters, NOMA cannot stress too strongly its cordial and heart-felt welcome to UBEA at the start of what is sure to be a life of splendid service to the teaching profession and to business generally. May your new Association prosper and wax powerful in its efforts to advance the cause of better preparation for a better future! A long life and

a successful one to United Business Education Association!

E. H. CONARROE,
Chairman of the Board,
National Office Management Association.

Success to UBEA

I extend my best wishes of success to Dr. J. Frank Dame, the new editor of the new UBEA magazine for business teachers. There is always an opportunity for somebody to do a job better than it has ever been done before. There is a place for a new magazine for business teachers if you can do something new and different. The true test of the success of your new venture will depend upon your ability to provide a magazine that is better than some of the rest of us have been able to provide.

You cannot please all of your readers all of the time, but if you provide an indispensable reading service you will have a great future ahead.

Let the chips fall where they may, but let's co-operate rather than compete. Anything that is for the betterment of business education is for the benefit of all of us. More power to you in charting a new path.

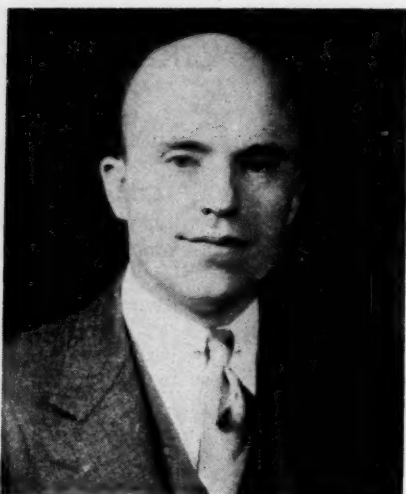
W. HARMON WILSON,
Editor, The Balance Sheet.

Welcome

On behalf of the nation's teachers, I am happy to welcome the United Business Education Association as a Department of the National Education Association. The close contact of your officers and staff with those of the NEA at national headquarters and the excellent publications through which you reach your membership contribute to professional unity in the improvement of American education and the advancement of the welfare of teachers.

The field in which the members of your organization serve is a vital one. Individual economic competency has long been a recognized objective of American education. The restoration of economic systems shattered by the war and the maintenance of economic stability in those nations unravaged by it are an additional challenge to the most skilful business leadership. Those who select and train that leadership have a great responsibility which they will be able much more effectively to meet in close cooperation with their colleagues in every field of education. The profession at large pledges that cooperation and extends to you its best wishes in this important task.

WILLIARD E. GIVENS,
Executive Secretary,
National Education Association.



HAMDEN L. FORKNER, *President*

UBEA IN ACTION

Meet the Officers of Your Association

Hamden L. Forkner *President*

Dr. Forkner, President of the United Business Education Association, is Professor of Education at Teachers College, Columbia University, head of the Department of Business and Vocational Education. He is a frequent contributor to magazines and periodicals; is the co-author of a textbook in bookkeeping and one in transcription; and is one of the collaborating authors of the current 8th Yearbook of the John Dewey Society entitled *The American High School—Its Responsibility and Opportunity*.

Dr. Forkner has been active in numerous professional organizations and activities since he began teaching in California in 1917. At the present time he is acting as a consultant to the U. S. Office of Education on Vocational Education. He is also Chairman

of the Board of Managers of the New York City YMCA Schools.

He has participated in a number of surveys of business education in the public schools of this country, and is at present engaged in the preparation of a volume based on extensive research in general curriculum under a major project at Teachers College.

Dr. Forkner has long been championing the fundamental right of a sound education for all the youth of America.

Hollis P. Guy *Executive Secretary*

Hollis hails from the "Blue Grass State," Kentucky. Before becoming our executive secretary, he served as Educational and Auditing Officer on the Commandant's Staff of the Naval Air Training Bases, Pensacola, Florida. Prior to his military service,



HOLLIS P. GUY, *Executive Secretary*



SAM J. WANOUS, *First Vice-President*



BEULAH DALTON HARWELL
Second Vice-President



JOHN E. WHITCRAFT, *Treasurer*

Mr. Guy was a member of the staff of the College of Commerce, University of Kentucky, Lexington. He has also taught at Woodrow Wilson High School, Beckley, West Virginia, and New River State College, Montgomery, West Virginia. At the latter school, he was head of the department of commerce and business education.

The NEA Department of Business Education chose Hollis as its president in 1941-1942. He served the Southern Business Education Association as managing editor of its quarterly publication, *Modern Business Education*, from 1937-1941 and as secretary in 1939-1940. Hollis has also been president of the Kentucky Business Education Association and has been active in the University of Kentucky chapters of Phi Delta Kappa and the American Association of University Professors.

Sam Wanous First Vice-President

Sam Wanous, our First Vice-President of UBEA, is Associate Professor of Office Management and Business Education in the College of Business Administration, University of California at Los Angeles. In his spare time, he serves as consultant in office management. Sam has a rich background in this field having had ex-

Ex-Officio



ERWIN M. KEITHLEY
Ex-Officio, NEA Department of Business Education

perience as a supervisor of labor relation training and office management.

Dr. Wanous is a frequent contributor to educational publications, is co-author of several textbooks in business, and an associate editor of *American Business Education*. He is a member of Pi Omega Pi, Phi Delta Kappa, NOMA, NBTA, UBEA, and many other professional organizations.

Prior to adopting California as his home, Dr. Wanous was on the staff at the University of Arizona. He also taught at New Mexico Highlands University. His Ph. D. degree was conferred by the University of Pittsburgh.

Beulah Dalton Harwell Second Vice-President

Mrs. Beulah Dalton Harwell, Second Vice-President of the UBEA is head of the Business Education Department of Landon High School, Jacksonville, Florida, and serves as head of Business Education and Curriculum Consultant of Business Education in Duval County, which includes the city of Jacksonville.

Mrs. Harwell has been active in many phases of the business education field in Florida, in that she helped to organize the department of business education of the Florida Education Association and later served as its president; she served on the General Directing and Reviewing Committee of the *State Business Education Course of Study*; and, for the past twelve years, has been an active member of the Department of Business Education of the National Education Association; first, serving as State Director, and for the past eight years, as Director of the Southern Division.

Mrs. Harwell is a member of the Delta Kappa Pi and of Delta Kappa Gamma Societies; and of the American Association of University Women.

John E. Whitcraft Treasurer

John E. Whitcraft, Treasurer of the United Business Education Association, also served for the past two years as treasurer of the NEA Department of Business Education.

Two years ago he became Associate Supervisor of Business Education in the Bureau of Business Education, State Education Department, Albany, New York, under the direction of Mr. Clinton A. Reed, Chief of the Bureau. He formerly served as head of the department of business and secretarial studies at Alfred University, Alfred, New York. He came to this position from Kansas.

"Whit," as he is familiarly known among his friends, has been actively interested in business education associations and the unification of business education interests for a number of years. While at Kansas City, he helped to organize the Eastern Kansas Business Teachers Association. He has given liberally of his time and energy to assist in the merger of the NEA Department and the National Council into the United Business Education Association. He believes that associations contribute a great deal to the professional advancement and morale of the individual teachers and to the teaching profession as a whole. One can find him in attendance at most of the meetings of the ECTA, the NBTA, the UBEA, and the AVA.

Ex-Officio



CECIL PUCKETT
Ex-Officio, National Council for Business Education

State Directors for 1946-1947

DISTRICT 1—NORTHEASTERN

Connecticut: George S. Murray, Commercial High School, New Haven.
 Maine: William S. Brawn, Norway High School, Norway.
 Massachusetts: Bruce F. Jeffery, B. F. Brown Junior High School, Fitchburg.
 New Hampshire: Robert J. Ernst, Plymouth Teachers College, Plymouth.
 Rhode Island: E. C. Wilbur, Central High School, Providence.
 New York State: Marguerite Caldwell, Wilbur Lynch High School, Amsterdam.
 Vermont: Catherine Nulty, University of Vermont, Burlington.
 Canada: Lloyd White, Toronto.
 Canal Zone: Mary Eugene Butler, Box 235, Balboa.
 Puerto Rico: Antonia F. Barkell, Insular Board for Vocational Education, P. O. Box 4552, San Juan.

DISTRICT 2—MIDDLE ATLANTIC

Delaware: Betty Talbott, Wilmington High School, Wilmington.
 District of Columbia: Harold Buckley, Supervisor of Business Education, District of Columbia; Office Address, Roosevelt High School, Washington, D. C.
 Maryland: Thomas M. Greene, 200 W. Saratoga St., Baltimore.
 New Jersey: Bert Card, Orange High School, Orange.
 Pennsylvania: S. Gordon Rudy, State Department of Public Instruction, Harrisburg.

DISTRICT 3—SOUTHERN

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 Arkansas: Bess J. Ramsay, 3rd and "B" Sts., Junior College and High School, Fort Smith.
 Florida: Frances M. McQuarrie, Deland High School, Deland.
 Georgia: Lloyd E. Baugham, Commercial High School, Atlanta.
 Kentucky: A. J. Lawrence, University of Kentucky, Lexington.
 Louisiana: Wilbur Lee Perkins, Northeast Junior College of L.S.U., Monroe.
 Mississippi: J. Wallace Bedwell, East Central Junior College, Decatur.
 North Carolina: Vance T. Littlejohn, Woman's College of U.N.C., Greensboro.
 South Carolina: Harold Gilbreth, Winthrop College, Rock Hill.
 Tennessee: G. H. Parker, University of Tennessee, Knoxville.
 Virginia: Stephen J. Turille, Madison State College, Harrisonburg.
 West Virginia: Madelene E. Smith, West Virginia University, Morgantown.

DISTRICT 4—CENTRAL

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 Illinois: Albert C. Fries, The School of Education, Northwestern University, Evanston.
 Iowa: Ruth Griffith, McKinley High School, Cedar Rapids.
 Michigan: John M. Trytten, University of Michigan, Ann Arbor.
 Minnesota: Audra Whitford, State Teachers College, St. Cloud.
 Missouri: Kermit A. Crawley, Stephens College, Columbia.
 Ohio: Howard E. Wheland, John Hay High School, Cleveland.
 Wisconsin: Clemens Wisch, Milwaukee Vocational School, Milwaukee.

DISTRICT 5—WESTERN

Colorado: Catherine K. Sayer, 140 East Eighth, Leadville.
 Kansas: Mary Irene Broek, Wyandotte High School, Kansas City.
 Montana: Lois J. Nugent, Billings High School, Billings.
 Nebraska: Helen Eighmy, The University of Nebraska, Lincoln 8, Nebraska.
 New Mexico: Floyd W. Kelly, Highlands University, Las Vegas.
 North Dakota: H. L. Woll, Devils Lake Junior College, Devils Lake.
 Oklahoma: Fred Tidwell, University of Oklahoma, Norman.
 South Dakota: Hulda Vaalar, 24 S. Harvard, Vermillion.
 Texas: Ike Harrison, University of Houston, Houston.
 Wyoming: J. F. Williams, College of Education, University of Wyoming, Laramie.

DISTRICT 6—PACIFIC

Arizona: Lena M. Pollard, Chandler High School, Chandler.
 California: Michael L. Collins, Manual Arts High School, Los Angeles.
 Idaho: L. Devon Sanderson, Idaho Falls High School, Idaho Falls.
 Nevada: Mildred Klaus, Reno High School, Reno.
 Oregon: C. C. Callarman, Oregon State College, Corvallis.
 Utah: Nellie Ray, Snow College, Ephraim.
 Washington: Emma Glebe, 1402 Maiden Lane, Pullman.
 Hawaii: Jeanette Winter, Supervisor of Business Education, Department of Public Instruction, Honolulu, T. H.
 USAFI-Tokyo Branch: Alice R. Bailey, GHQ AFPAC, APO 181 % PM, San Francisco, California.

UBEA'S National Council for Business Education

For the year beginning August 1, 1947, the National Council will be composed of eighteen elected members, three from each of the six districts.



MILDRED TAFT
Becker Junior College
Worcester, Massachusetts



HAROLD D. FASNACHT
Colorado Womens College
Denver, Colorado



VERNAL H. CARMICHAEL, Editor
National Business Education Quarterly
Ball State Teachers College, Muncie, Indiana



RUTH GRIFFITH
McKinley High School
Cedar Rapids, Iowa



S. GORDON RUDY
State Department of Public Instruction,
Harrisburg, Pennsylvania



D. D. LESSENBERRY
University of Pittsburgh
Pittsburgh, Pennsylvania



VERN FRISCH
Albert Leonard High School
New Rochelle, New York



GLADYS BAHR
Withrow High School
Cincinnati, Ohio

Why the United Business Education Association?

Among the most important functions a professional organization has to perform is that of bringing about improvements in the profession. The teachers of America have long had professional organizations. To catalog those that have been and are now in existence would require a large volume. Many of these organizations have long histories, but few of them can point to significant improvements in education as a result of their existence. Indeed, it would be an interesting study, especially in the field of business education, to ascertain what changes have taken place in business education as a result of the professional organizations.

True we have had yearbooks, magazines, quarterlies, bulletins, conventions, committees, research studies, and membership campaigns, but the thing that teachers remember most about the professional organizations is the membership campaign. Even after the teacher has paid his yearly dues to one of the business teachers' organizations, he is often not clear regarding which organization he belongs to, and he is frequently very vague regarding the services which he is supposed to receive from the organization which he has joined. Ask him to cite instances where there has been an improvement in business education as a result of the organization to which he belongs, and you are almost certain to get an "I don't know" answer. Of course some of the "old guard"—those who belong to everything and attend nearly all the conventions—can tell you about the various organizations and what they do. But even they are vague when you ask what specific improvements in business education have resulted from the activity of some specific organization.

What About Yearbooks?

Someone will, of course, say, "The organization I belong to publishes a yearbook which goes to every member every year." But when an analysis is made of the use of that yearbook in bringing about improvements in his day-to-day teaching or his day-to-day relationships with administration or the business community, we find that little or nothing has happened because of the yearbook. Of course, a few of them have been significant enough for professors in teacher-training to make use of them as temporary textbooks. For the most part, however, they soon are out of print and are no longer available for that purpose. I would hazard a guess that after the first thumbing through of the yearbook when the member receives it that less than one per cent of the members who receive a yearbook ever make use of it in their work. I hope I am wrong and I hope someone has or will get data to prove I am wrong.

What About Periodicals?

Then, of course, there are the quarterlies, the bulletins, the digests, and other periodicals. The fact that these come in smaller doses than a yearbook makes it much more likely that the busy teacher will read them. He is particularly likely to read the periodicals if there is something each month dealing with the subject he teaches. It is also likely to bring about improvement in his teaching provided the material is brief, concise, practical, and is not a rehash of what some dozens of other people have written about over the years. Evidence collected by the writer from a wide sample of alert business teachers shows that a much larger percentage of business teachers know about and read periodicals than know about or read yearbooks. This is natural, of course, because he receives the yearbook but once a year while the periodical may be brought to his attention four or more times during the year.

The Convention

"Well," you ask, "what about conventions? Don't they contribute to better business education?" I wonder! How often we hear the remark after a panel discussion or an address or even a demonstration, "Why don't they tell us something new?" Of course the hearer of the speech or the panel or the observer of the demonstration expects too much from an hour or less of discussion or demonstration. And, too, most program-makers try to cover an entire field of study in ninety minutes, with the result that nothing can be covered thoroughly and few impressions of worth can be left with the audience. In the old days of store merchandising the merchant would pile a little bit of everything he had in the store into the display window, with the result that few people stopped to buy anything as a result of the display. Modern display concentrates on one item and drives home one idea. I wonder whether or not those who make convention programs couldn't profit from the merchandisers' experience?

Where does that leave us now as we look at professional organizations? We have questioned the value of yearbooks, conventions, and of periodicals. What is left? Maybe we don't need organizations at all.

Requirement for Professional Organizations

There are certain requirements which successful professional organizations in the fields of business, medicine, education, and other professions have found to be fundamental if they are to be effective in bringing about improvements in that profession.

Volunteer vs. Paid Direction

The first of these is that the organization must not depend upon volunteer help from otherwise busy people to carry on the activity of the organization. Since the first business teacher association was formed, and down through the years, all of them have had to depend upon the generosity and willingness of busy men and women for the direction of the organization, the planning of convention programs, the publication of yearbooks, magazines, and the promotion of memberships. Every year a new set of officers takes over and through lack of experience or time they repeat the same errors their predecessors have been making over the years. The executive board, unless it is a local or a small regional organization composed of a few states, is unable to meet frequently enough to give enough time to the direction of the new officers. A publication program, a research program or any other activity begun by one administration soon loses its momentum, because there is little or no continuity of direction. Is it any wonder that in years past all the best efforts and the most sincere purposes of many business educators have gone for naught?

The oldest of our business teacher organizations, the NEA Department of Business Education, celebrated its

fiftieth birthday in 1942. And yet the year 1946 marks the first time in history of business teacher organizations that we have been able to get around to the point of having other than volunteer help to run one of our business teacher organizations. And this would not have been possible without the foresight and understanding of the executive officers of the National Education Association. They recognized that the business teachers of America, represented by the United Business Education Association, are an important body of educators and that if they are to be effective in bringing about better business education, they must have an efficient, well-run professional organization with an executive secretary in charge. To think it took more than fifty years of professional organizations in business education to grow up!

Services

The second important condition for a successful professional organization is that the members must receive frequent, practical, down-to-earth aids in the way of publications. The United Business Education Association has set about to do this. Its members will receive a monthly magazine for eight months of each year. They

(Continued on page 46)

Your UBEA Executive Secretary at Work

Your UBEA Executive Secretary is more and more conceiving his duties to be mainly those of (1) defining and co-ordinating the objectives of business education for general education, (2) assisting as a clearing aid for individual and group problems, (3) promoting, under the direction of the National Council for Business Education (UBEA Executive Board), a continuous program of organized activities in behalf of business teachers throughout the Nation, and (4) cooperating with the various educational associations and federal agencies.

National Headquarters

The National Education Association which is headquarters for UBEA is recognized as the heart of all educational activities by teachers and laymen. Although newspaper reporters and radio commentators do not always give credit to the source of their information, much of the favorable publicity given to the teaching profession is released through the NEA's Division of Press and Radio Relations. Since the opening of UBEA headquarters, business teachers have had representation in important conferences where policies and procedures have been formulated for general education. Your UBEA Executive Secretary is a full-fledged member of the NEA Headquarters Staff. He serves as a member of the NEA's Public Relations Committee. Business educators are extremely fortunate to have their own association accepted as one of the NEA's Departments

with similar rights and privileges accorded to the American Association of School Administrators, the National Association of Secondary School Principals, the Department of Higher Education, the National Council of Social Studies, and others. The substantial assistance given by the NEA to the UBEA should be gratefully acknowledged by all business teachers.

Clearing House

Already, business teachers and laymen are looking to UBEA for aid in solving individual problems. While much of the information requested is of a general nature and can be supplied immediately, there are many requests which would require considerable research and deliberation on the part of the office personnel. As the organization grows in numerical strength it will be possible to enlarge the headquarters staff for the expressed purpose of offering adequate service to the individual teacher, student, and others seeking specific information concerning instructional methods, curriculum content, records, reports, and administrative problems. It is hoped that UBEA members will not be too disappointed when their problems are directed to other sources for reply.

Membership Activities

The recruitment of members is one of the essential duties outlined for the Executive Secretary. He is as-

UBEA IN ACTION

sisted in this responsibility by 53 state directors and their respective area directors. The response to the membership canvas has been most gratifying in many states and possessions. California, Illinois, and Ohio lead in total number of members for states. Hawaii has already enrolled more than one-fourth of her business teachers. Many high school business departments have 100 per cent membership enrollment—the first reported was Weir High School, Weirton, West Virginia. The largest 100 per cent membership department is Orange High School, Orange, New Jersey. The most recent department to enroll all its teachers is San Juan Union High School, Fair Oaks, California. By the act of joining UBEA, business teachers demonstrate their belief in the importance of a united business education organization.

Future Business Leaders of America

The youth organization, Future Business Leaders of America, sponsored by the UBEA is rapidly becoming a major responsibility. The activities of this movement are commanding the approval not only of educators but of leaders in business. All progressive teachers will welcome the incentive offered through FBLA chapters to interest business men in their community with the importance of maintaining an adequate program for business training in the local school.

Annual Convention

Plans are now under way for the annual working convention of UBEA. The meeting will be held in Cincinnati, Ohio, July 7. It will precede the annual convention of the NEA's Representative Assembly. The first regular meeting of the National Council for Business Education will be held prior to the convention. It is hoped that future conventions can be arranged with a full program of subject matter, inspirational, and social activities.

Testing Program

The testing program formerly sponsored by the National Council for Business Education is being expanded and developed. *The Students Typewriting Tests* have been completely revised by a special committee, and will be available for classroom use this Spring. Teachers who are willing to co-operate in standardizing these tests should send their names to UBEA Headquarters. Several hundred teachers will be needed within the next year to assist with this and other projects which will be announced later. *The United-Noma Business Entrance Tests*, formerly known as the *National Clerical Ability Tests*, are in the process of revision under the guidance of a committee composed of UBEA and Noma members. These tests will be available for use this Spring.

Publications

The National Business Education Quarterly and the *UBEA Forum* are two of the more tangible services of-

fered to UBEA members this year. The publications are made possible by our contributors and advertisers. Advertising for the publications is handled through the Headquarters office. Members are urged to give priority to our advertisers whenever possible to do so. The editors and contributors to the *Quarterly* and *Forum* graciously donate their services as evidenced by their willingness to share their talents and experiences with fellow members.

Unification Program

Many state associations of business teachers have taken preliminary steps for becoming UBEA affiliates. If the business teachers in your state have not already taken action along this line, it would be a forward step if you will use your influence and leadership in bringing the group together for the purpose of lending its support to the unification program. The fullest potentialities of a national organization can be reached only through the co-operative effort on the part of individual and group affiliates.

Your Executive Secretary rededicates his services to the purpose of the United Business Education Association—to promote better business education through whatever means seem desirable.

HOLLIS P. GUY,
Executive Secretary.

ANNOUNCING OUR EDITORS

J. FRANK DAME, Editor
UBEA Forum

ISSUE AND SERVICES EDITORS

April (1947) Distributive Occupations, William R. Blackler, Bureau of Business Education, Sacramento 14, California

May (1947) Office Standards and Cooperation with Business, Harm Harms, Capital University, Columbus 9, Ohio.

October (1947) Shorthand, Thelma M. Potter, Teachers College, Columbia University, New York 27, N. Y.

November (1947) Typewriting, John L. Rowe, Boston University, Boston, Massachusetts.

December (1947) Bookkeeping & Accounting, Pending.

January (1948) Office and Clerical Practice, James R. Meehan, Hunter College, 695 Park Ave., New York, N. Y.

February (1948) General Clerical, Helen B. Borland, University of Colorado, Boulder, Colorado.

March (1948) Basic Business, Harold B. Gilbreth, Winthrop College, Rock Hill, S. Carolina.

THE Forum

Post Wartime Problems of Business Teacher Education

A new professional revival will emerge when we offer rewards, both social and economic to teachers.

By HARVEY A. ANDRUSS
President, State Teachers College
Bloomsburg, Pennsylvania

Public attention in the wake of the war was called to juvenile delinquency, and later to the conditions in mental hospitals. Now publicity seeks to promote salary increases, social advantages, and professional rewards, to stop the decline in the supply of qualified teachers to our public schools. The teacher has aroused such a wave of comment over the radio, in the newspaper, and from the platform, that the publicity earlier directed at the juvenile delinquent and the mentally ill seems pale by comparison.

Business teachers, some 30,000 of them, are a part of this picture. The N.E.A. compares teachers' college enrollment and emergency certificates for the years 1940-41, 1942-43 and 1945-46 as follows: (Each symbol 10,000)

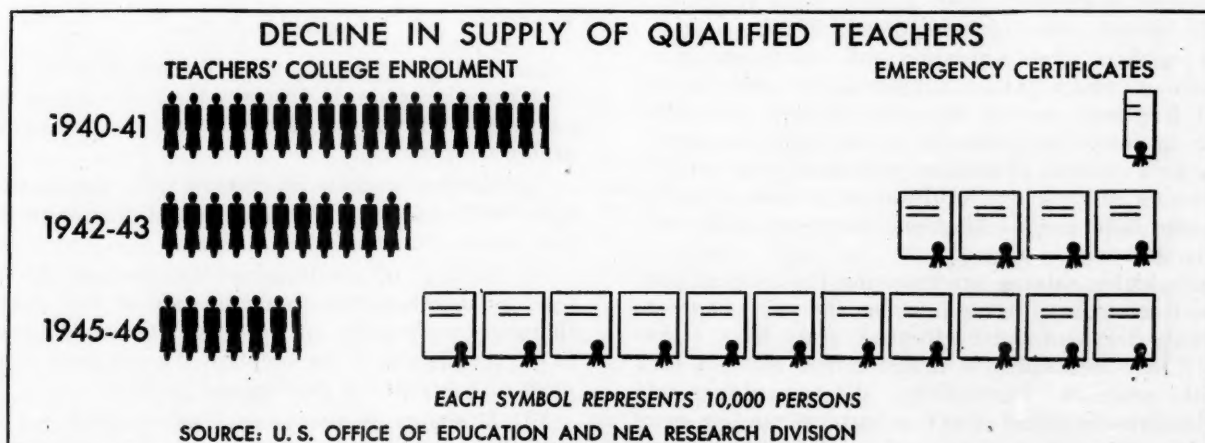
Although enrollments in teachers colleges show decided increases, it is estimated that as high as one-half the Freshmen students now enrolled do not expect to

enter the teaching profession. In turn, the increase in enrollment is found in the Freshman year, thus its effect will not be felt until 1949 or 1950. Meanwhile Senior Classes graduating in less than half their pre-war numbers, will fill a fraction of the vacancies occurring in September 1947 and 1948.

Initial Salaries Important

Initial salaries, while not in themselves the sole answer to better education for all the children of all the people, are the important factor in the choice young people make when entering the teaching profession.

Choosing to become a business teacher means comparing the salaries of accountants, secretaries, office workers, salesmen, etc., with teachers salaries. In most vocational choices, this decision is made at least twice, first before training is completed and secondly by securing the first position. An English student decides to prepare



for the position of English teacher, enters college, graduates and secures a position. Economic changes leave little choice to the English teacher, since she has a limited range of marketable skill.

But the business teacher is a different story. Every hill and valley of the business cycle provides changes giving rise to comparisons of school salaries and office salaries. Working conditions, office hours, social life, and other contacts, add to the continuing evaluation going on in the mind of the business teacher.

"Re-treading"

Large numbers of business teachers were lost to the profession during the war. They now have business experience. If teachers salaries can be made sufficiently attractive, we may encourage them to return to the profession. This "re-treading" of former business teachers will accomplish something teacher education institutions have encouraged for over a decade but have failed to provide within the four year span of preparation.

The "double-barrelled" nature of business teacher preparation (business or teaching) renders the teacher shortage much more complex.

Numbers do not disclose the actual deterioration in instruction; since many teachers of business subjects recruited from emergency sources are academically trained and are "keeping school" by holding classes while students pound typewriter keys, make shorthand outlines, or fill out business forms.

The Future

While figures showing the shortages in business teachers are not available, the writer feels that a study of teachers' college enrollment today, showing those actually expecting to enter the profession and the number of emergency certificates issued to business teachers, would show a greater disparity than exists in the picture of the sum total of the national situation.

Let us hope that legislation will come—and some speedily—so that a greater number of our presently enrolled Freshmen can be counseled, guided, and influenced, to enter the profession of the business teacher. Many good students of positive personality now enrolled in teachers colleges have professional promise if initial inducements of the teaching profession are made sufficiently attractive.

While higher salaries are receiving the focus of publicity, more money in itself is not the sole answer to better teachers and better education in America. However, it may be possible to attract former teachers back into the profession from offices. We have always said that experience would make a business teacher more valuable. We now have a number of former business

teachers who have had experience. Higher salaries will cause some of them to return. If we are careful to re-employ efficient business workers who were formerly good teachers, the whole structure of business education will be greatly strengthened.

Business Teacher Recruitments

Therefore, we must not look at higher salaries solely as a recruitment argument for beginning teachers, but also as an attraction for former teachers who may be encouraged thereby to return to the profession.

A new professional revival will emerge when we offer rewards, both social and economic, to teachers. When higher salaries are assured we must take steps to develop more accurate evaluations for teaching and learning so that effective teaching will be rewarded by increments in salaries. In addition to higher salaries for beginning teachers and increments for those who grow in the profession, we must recognize the social rights of teachers as individuals. Teachers are people. As people they have rights. Their social life, so long as they are discreet, is their own.

Finally, we must offer incentives for teachers to grow and progress in their profession.

Sabbatical leaves with full salary payments every five years will encourage young people to stay in the profession rather than consider teaching a stepping stone to matrimony or some other vocation. Sick leaves, salary differentials for married men, sufficient time for teachers to write, do research, and bring academic honors to themselves and the schools in which they serve, are incentives.

The education of all the children of all the people is being taken seriously by the people themselves, and the teachers must merit the gains made—professionally, economically, and socially.

Goals for Action

The National Commission on Teacher Education and Professional Standards proposes the following as minimum essentials for the establishment of teaching on a professional basis:

- (1) Earliest possible elimination of emergency permits, but in no case by the lowering of regular certification standards.
- (2) Raising of certification requirements for new teachers in every state to a minimum of four years of thorough professional preparation; continued progress in advanced states by the adoption of a minimum requirement of five years of professional training.
- (3) Minimum *beginning* salaries of \$2400 per year

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"Today business education represents the largest single field of specialized training."

The U.S. Office of Education Looks at Business Education

A look at the total program of business education in the secondary schools. How progress can be achieved on a nation-wide basis.

By B. FRANK KYKER
Chief, Business Education Service
U. S. Office of Education
Washington, D. C.

AND

GALEN JONES
Director, Division of Secondary Education
U. S. Office of Education
Washington, D. C.

In this article we invite the readers to join us in taking a look at the total program of business education in the secondary schools. We will point out some of the constructive and encouraging trends and developments in business education while not overlooking some of its limitations and deficiencies. Moreover, examples will be given of some of the adjustments and developments that are being made to improve the service of this important area of education to in-school youth and adults. And finally, we shall indicate how progress can be achieved on a nation-wide basis.

The Total Program

In looking at the total program of business education we will not generalize from isolated cases and exceptional examples, however good and bad they may be. Moreover, we will not look at any one phase of business education, such as store training, office training, consumer and personal-use business training, federally aided, and non-federally aided business training, except in terms of its relationships and its contribution to a total program of business education.

Business Workers and Their Duties

We see in the field of business one of the largest occupational groups. The magnitude of this major occupational group is indicated by the number of persons in the 1940 labor force distributed in various business oc-

cupations and industry groups. In 1940 there were 7,538,768 persons employed in the retail and wholesale trades. During the same year, there were 4,601,833 persons employed in clerical, office and related occupations. Combining clerical, sales, and kindred workers, there were 8,270,270 persons. The occupational census for the same year reports 3,754,187 proprietors and managers, exclusive of farm owners and managers. These business workers were engaged in a great variety of jobs representing a wide range of employment levels. The duties of these workers vary from that of the routine but skilled clerk, for example, to that of the stenographer and secretary whose duties involve not only highly developed manual skills, related knowledge, understandings, and appreciations, but also ability to exercise judgment, and make decisions concerning her work; to that of the head accountant, department head and manager whose duties involve dealing with people, with business principles and policies and whose judgments and decisions determine in a large measure the success of the whole business enterprise.

In contrast with a routine office worker, whose duties involve exact skills and procedures, is the salesperson whose work involves few definite and precise manual skills. The salesperson deals primarily with people. His "tools of the trade" are words, concepts, and ideas. His work does not consist of fixed processes and predetermined steps. His approach and procedures must be as varied as the merchandise he sells and as changeable as

the personality, interests, desires, and needs of the customers he serves.

The kinds of jobs and the levels of employment in the distributive occupations are as varied as those in the office occupations. The upper levels of employment for supervisors, department heads, junior executives, and managers in any kind of business do not differ significantly in their basic duties and requirements. As previously stated, supervisory and managerial personnel in all kinds of businesses deal primarily with people, principles, and policies.

Our Responsibility

The tremendous size, the extensive variety, and the various levels of employment in the business occupational field indicate the difficult problems faced by business educators and school administrators in developing training programs that will meet the needs of not only the hundreds of thousands of young people that obtain initial employment each year in the business occupations but also of the millions of adult business workers who need and will profit by extension classes suitable to their needs. The responsibility of the school has not been met when its business programs have been limited to pre-employment training. There should be available to adult business workers, as there have been made available to adults in industry, homemaking, and agriculture, continuous training opportunities that will contribute to job efficiency, higher earnings, job satisfaction, job promotion and to the efficiency of our social and economic order.

We see not only these but also a much larger number to which certain aspects of business education should make an essential contribution. This number is not only as large as the total secondary school enrollment and the normal adult population, but it is the two groups.

Economic Literacy

In a highly complicated and interdependent economic order, it is imperative that our educational program contribute to economic literacy and to competence in managing the business affairs of a personal, family, and community nature common to most people irrespective of their occupation, profession, economic or social status.

Of the total activities in which every normal person engages, a large proportion are definitely of a business nature. Moreover, many of the problems faced and many of the mistakes made by every individual are of a business nature. Consequently, we share the widespread conviction that there are certain economic understandings and certain business knowledges and skills that should be required of all secondary students just as learning in English, civic and health education are now required and for reasons equally defensible. Moreover,

business and economic training of a non-vocational nature should be made available to adults for whom wrong business methods, poor judgments, and unwise decisions of an economic and business nature may be disastrous and tragic.

Are Needs Being Met?

We have taken a brief look at the tremendous size, scope, variety and levels of business occupations and the corresponding need not only for pre-employment training for beginning business workers, but also for job improvement and promotional training of employed business workers. We have but glanced at the need for personal-use, consumer, social, and economic business training for everyone. We now invite you to look with us at the extent to which the public schools have met these needs of effective and comprehensive business training for all in-school youth and adults.

In 1928, John Dewey made the significant observation that "Educational methods and ideas have changed rapidly in all lines in the last fifty years, but it may be doubted whether anywhere else as much or as fast as in commercial education."¹

Those that are familiar with educational progress in general, and with business education in particular, are fully aware that the progress in business education in the past twenty years has been even more far reaching and significant than they were during the fifty-year period which Dr. Dewey described.

Dr. Charles A. Prosser, educational philosopher and statesman, and frequently referred to as "the grand old man of vocational education," stated in 1933, "Today commercial education (business education) represents the largest single field of special training in the country."²

What Prosser said in 1933 is true today. In fact, business education in secondary schools and junior colleges, and business administration in senior colleges and universities is relatively larger today in terms of enrollment and in scope of training than they were in 1933. Excluding enrollment in the part-time and adult classes, the enrollment of in-school youth in one or more business subjects in the secondary school is larger than the combined enrollment in home economics, agriculture, trades and industry.

Construction Developments

This over-all look at the total program of business education would seem to indicate that the progress in

¹Eastern Commercial Teachers Association, *First Yearbook, 1928, Foundations of Business Education*, p. xiii.

²Frederick G. Nichols, *Commercial Education in the High School*. New York, N. Y.: D. Appleton Century Company, 1933. p. v.

philosophy, curricula, and practices in business education and the rapid increase in enrollment in business subjects have been commensurate with the magnitude of the job to be done. Many encouraging current examples in local school systems, in teacher-training institutions, in State departments of education, and even in the U. S. Office of Education could be cited to establish the fact of substantial progress. These individual examples of excellent planning based upon employment surveys and job analysis; these examples of differentiated curricula to meet the varied training needs of in-school youth for all the initial employment opportunities that actually exist in a given school service area; the increasing number of schools that are counseling their students to take or not to take vocational business training on the basis of occupational information and an individual student's

interests, aptitudes, and abilities instead of his social or economic status or whether he failed Latin, algebra, or any other subject; the small but encouraging beginnings that are being made with the stimulation of federal funds in organizing cooperative part-time classes in both the office and store occupations; the increasing number of States and local communities that are offering with the aid of federal funds business training for adult distributive workers; the increasing number of business teacher-training institutions that are preparing teachers, coordinators, department heads, and supervisors who are adequately trained in professional and technical subject matter and who are occupationally competent; the few States that are requiring *all* its business teachers to have business experience; the few, but increasing number of

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The Guidance Program and Business Occupations

The guidance program should be regarded as a service to the individual as he seeks to attain better vocational adjustments

By HARRY A. JAGERS

Chief, Occupational Information and Guidance Service
Vocational Division
U. S. Office of Education

Leaders in business education have been among the first to recognize that training in business occupations is particularly dependent upon certain activities of a guidance program. Business educators have for a long time been proceeding from a base of job analysis and community surveys. The analyses helped them determine the training content in terms of knowledges, skills, performance standards, and personal requirements. The community surveys helped them to learn for what jobs training should be offered. From here it is only a step to the position that a job analysis will reveal that certain attributes are necessary for an individual to carry on any job, and but another step to a realization that these qualifications should be sought in individuals who are to be trained to fill these jobs and to succeed in them. The attempt to make these latter two facts function specifically rather than generally is one of the objectives of a

modern guidance program. If the latter statement represents a fact, the dependence of business education upon the further developmental and refinement of guidance practices is clear.

Guidance Program Defined

For this discussion, what definition of the guidance program is understood? Briefly, such a program should supply the following services: It should establish in a school a usable record of the abilities, interests, aptitudes, scholastic achievements, work experiences, health, family background, and similar information of every individual enrolled. These records should be in such form that properly interpreted they can be used not only by the counselor, but also by the parent, the pupil, the classroom teacher, and the coordinator or employment officer. Secondly, the guidance program should provide com-

"Young people are reluctant to regard office and store jobs as post-college opportunities"

prehensive information about occupational opportunities and for the use of this information by pupils trying to find out what work they should enter upon. Particular stress should be laid upon local opportunities, and upon their immediacy and their function as an outlet for the interests and abilities of individual pupils. Thirdly, the guidance program should provide some means for the skilled interpretation of these two sets of facts to every pupil and for him to study and solve problems of personal adjustment which relate to any occupational decisions he may make. Fourthly, the guidance program should discover and bring into function either through specialized personnel or through faculty members who are, or become, especially equipped to handle the work, such aids as testing programs, placement procedures, occupational surveys, follow-up studies, and contacts with labor and management. These procedures are necessary so that the guidance program may work in fact for Jim and Mary.

It is understood that the above paragraph describes a *program*. It is not the purpose of this paper to specify that the counselor should do this; the principal, that; or the coordinator one thing, and the business teacher something else. There are ways better than others for allocating personnel to these various functions, but this is not the time or place for such a discussion.

Some Guidance Problems

It would be wise to examine a few of the problems faced by the business teacher to which a guidance program may offer a part of the solution. Every business teacher is concerned with filling his classes; giving specific training to persons suitable for it; securing as wide a range of ability in his classes as the school affords, and as the skills and opportunities in his business occupations require; providing candidates for entry jobs and part-time jobs; discovering pupils who have leadership and promotional possibilities, both for immediate positions and for positions which should be postponed until after college training, and similar problems. In addition, the business teacher is confronted with the problem of making employers in his field recognize that jobs can be analyzed and do require certain specific qualifications; of encouraging personnel policies which recognize the temporary, the part-time, and the permanent employee as part of the total employment scheme; of discovering and giving special treatment to persons of particular ability; of furnishing adequate information about their own job opportunities; and otherwise of treating recruitment for their establishments as a professional rather than a casual emergency.

Prejudices and Ignorance

Behind some of these problems lie certain old prejudices and ignorance. For instance, in the writer's high

school days a pupil entered the classical course if he could get in. From there he gravitated into a general course if he failed in his Latin. From there he deteriorated into a commercial student if he also failed his algebra and his French. At the final stage of desperation he landed in the so-called manual training high school, which produced excellent football teams, but no scholars. Much of this type of thing is in the past. In the future, however, is the general regard by pupils and parents of business occupations as a *different* kind of opportunity rather than as a *poorer* kind of opportunity.

Prejudices of this kind are best fought with facts. Moreover, this is not a battle, but a campaign: that is, no spot presentation of the facts is adequate. Only a treatment beginning early in the grades and lasting until the choice of employment takes place can really affect results. For the American youth these facts mean numbers of jobs, the wages they pay, the way workers are treated, the steps in promotion, the ultimate careers open to those who succeed—all of these related to the place where he is living or going to live. In how many localities can it honestly be said that facts such as these enter into any course in occupations taught in the school, have been made into slides or films for display in the school assembly, have become the subject of charts and other graphic material for use in the library and classroom, or are at the fingertips of the counselor when Jim wonders whether he had better take a job in the local chain store or concentrate on some vague and probably unattainable college training?

A second root of prejudice is the means used for filling temporary jobs in the retail and office field. These jobs are too often on the part of the pupil a way of earning a little extra money, and on the part of the employer a making the best of a bad job of temporary help. All such jobs have certain traits which are called for in their workers. In store selling, for instance, liking people and the ability to get along with them is clearly a continuing asset and one of the keys to success. It is naturally not the only key, but this fact only emphasizes the desirability of discovering a simple combination of traits which crudely represent an ability pattern for sales people. Likewise, in office positions certain abilities, some of them desirable in all jobs, of course, but a few of them peculiar to any particular job, can be identified.

There seems to be no reason why some gross matching of qualifications and abilities should not be possible in absorbs, the cultural and social elements of education without relating them to the privileges and responsibilities of a business man. The writer holds no brief for narrow and early specialization for young people, but there may and can be a wide difference in what happens to the thinking of a youth who is learning his cultural and social facts and attitudes from the point of view of

most entry and part-time jobs. At the very least such jobs should be regarded as tryout experiences, at the end of which one new worker may with advice decide in agreement with the employer that this work is not for him, while another may decide that he likes it and wants more of it. Such a policy would do more than get better workers in jobs. Its mere existence in a school would raise the respect that pupils have for these experiences which otherwise either may be wasted, or worse still, may become a source of further prejudice and misunderstanding.

A third problem is the reluctance of young people to regard office and store jobs as post-college opportunities. By far the greatest objective for high school pupils, and particularly of the upper half among this group, is the professions, and naturally business jobs are not regarded as professions. This statement holds true in spite of the fact that opportunities of equal or greater income in business always have and always will outnumber professional opportunities.

Why Be Disturbed?

It may be asked why, since economic laws will bring these young people into business occupations regardless of their high school ideas, should we be disturbed over this situation. The answer lies in the fact that only by an early consideration of a life work can a student examine it in the light of his own abilities and make consistent plans to try out its possibilities and finally to prepare deliberately for entrance upon such a career. Under other circumstances his mind may be occupied with thoughtless prejudices and all his work in high school and college may lead away from rather than toward his final goal. A good illustration of this occurred about a year ago in New York where two college students reported to a meeting of marketing experts that of some sixty students in the marketing class of a University School of Commerce no men and only one woman wanted a sales career because of "the low opinion in which it was held" by the general public. This "low opinion" was obviously only in the minds of these young people, since the public expresses its opinion substantially in the rewards which it gives to a field of work. These young people, although at the end of their training period for business work, were still suffering from prejudices which should have been removed by the study of facts, begun perhaps eight years before at the beginning of their high school work. The damage done by such prejudices to the cause of business education and to business interests occurs all along the line: the business courses of the school are deprived of good material. Any work in business establishments these young people do on a part-time or temporary basis is at least in part wasted either as a tryout or training experience.

Practically what can be accomplished through a guid-

ance program to aid in solving these and other problems of business education? Ideally each pupil from the time in school when he begins to differentiate his training and to make choices, should have the services of a professional counselor. This counselor should be trained, according to modern standards, not only in the skills related to the counseling of individuals in problems about or related to vocational objectives.

What Business Teachers Can Do

In the absence of fully trained counselors, and even when they are present, what can business teachers do to bring to their problems some of the benefits suggested above?

1. Business teachers can make sure that the facts about business training and job opportunities in their community are available for all who may want to use them. These facts should be obtained first-hand, kept current, be classified as to qualifications required, and reveal lines of promotion.

2. Business teachers can regard the particular courses they teach and the few entry jobs over which they have control as only a part of the broader phases of training and of opportunity in the business world. From this angle the business course in the high school has the same relation to further training in business work as the high school course in science has to electrical engineering. Even a specific skill such as stenography should be taught from the point of view that the private secretary is an excellent candidate to succeed the general manager, provided the total pattern of the abilities of the secretary warrants such an ambition. Business courses, therefore, may sometimes be regarded as preliminary to college training, and care should be taken that qualified pupils do not allow narrow electives in business subjects to displace other courses which would make them eligible for college entrance if this kind of preparation is suitable for them.

3. The business teacher should make his program respond to variables. In other words, the business teacher should be aware of differences in abilities among his pupils, differences in the kind of business jobs available in the community, and particularly of the changing relationships of work opportunities in his community to the number and quality of students he is training. This suggestion involves some added training for business teachers, a good deal of which probably should be given in the future in the teacher-training institution. To deal with differences among pupils would require a knowledge of psychology, of tests and measurements, and of basic factors which enable one individual to be distinguished from another. To discover and understand differences in jobs would require some ability to make job analyses.

4. The business teacher should maintain relationships

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"Yes, Noma is interested in business education"

NOMA and Business Education

Noma looks forward to many years of friendly cooperation with United Business Education Association in accomplishing the work as yet unfinished

BY WILLIAM H. EVANS

Executive Secretary

*National Office Management Association
Philadelphia, Pennsylvania*

"The further I move into the field of business education, the stronger grows my conviction that it is probably the most important aspect of Noma's work."

These significant words were written by the chairman of one of the National Office Management Association's 84 Chapter Educational Committees.* Not every member of the Association would subscribe in full but all would agree that education in general, and business education in particular, is of great moment in Noma circles, both Canadian and American.

Another authoritative opinion on the significance of this subject was expressed by a gentleman from Pittsburgh who observes, "the economic structure of the United States can well be affected by the degree of co-operation exhibited by industry and our educational authorities."

Yes, Noma is interested in business education. As a final bit of evidence, let me submit an extract from among the five major objectives of the Association, as it appears in the Charter approved in 1923 by the State of Delaware: "To assist established educational and other institutions to interpret the needs of commerce and industry . . ."

If, then, we concede that the Association has established itself as an interested party, the problem becomes one of determining and implementing the effectiveness of its interest.

Effectiveness can be measured, in the final analysis, only in terms of achievement. Yet performance tells only half the story; plans for future activity are of equal importance. So let's see what Noma has done and what it hopes to do, always bearing in mind that this is a cooperative venture.

*A. E. Williams, Systems and Procedures Manager, the Steel Company of Canada, Hamilton, Ontario

The Record

Noma has always been active in commercial educational matters, but its most substantial contributions have been made during the last decade. This was the period of the Association's greatest growth. The number of Chapters jumped from five to 84 and membership from 300 to 6500. Its potency has increased a hundred-fold and forces have been effectively marshalled through two National and 84 local committees. In some instances the Chapters have proceeded of their own accord and in others the National organization has carried the ball. For the most part, however, it has not been possible to distinguish the work of the Chapters from that of the parent body. Together, and with the help of educators, they have accomplished much. Here are some specific illustrations.

1. *Educational Nights*—Each Noma Chapter holds from eight to twelve meetings yearly. Inevitably, one of these is set aside for the express purpose of discussing business education and is labelled, "Education Night." These meetings take many forms. Sometimes only members participate. Sometimes teachers and school administrators join in. Students and recent graduates have taken part. Upon occasion, good sound logic results in practical suggestions for improvement; sometimes heated argument and wasted breath is the only visible result. In every instance, however, thinking is stimulated and office manager and educator alike are made aware of existing problems. Furthermore, each is apprised of the fact that the existing problems are *mutual*.

Now, to complete the record, it must be reported that some office managers feel that two or three discussions, even when spaced a year apart, are sufficient to devote to one subject. Their attitude is that further meetings result in no new contributions and are only "rehashes" of the "same old stuff." The great majority favors the continuation of yearly meetings as a means of providing

stimulus for further activity. Many communities owe much to these "Educational Nights."

2. *Joint Committees*—The joint committees of educators and office executives were initiated in an effort to capture the ideas and proposals advanced in the "Educational Night" meetings and to encourage those most keenly interested to continue their activities through monthly, semi-monthly and even weekly discussions. Often representatives of other business organizations are invited to participate.

Usually the activities of the joint committees are directed by a chairman; a secretary records the various items of business and a number of sub-committees are established. These pursue special aspects of the general problem, such as a study of course content, or required equipment, or teacher qualifications, etc. The work of the joint committees has been uniformly successful. Their recommendations are definite and practical and the result of inquiry and analysis. It is expected that many additional communities will request the formation of similar committees in the next few years once they have been acquainted with the practical values accruing from this activity.

3. *Proficiency Tests*—For many years educators, first through the Eastern Commercial Teachers Association, then the National Council of Business Education and now through the United Business Education Association, have been joint partners of the National Office Management Association in a testing project of no mean proportions. Most everyone will recognize the label *National Clerical Abilities Tests*. The new name, now that we have a new partner, will be *United-Noma Business Entrance Tests*. Many thousands of students have been tested in years gone by and many thousands we'll never know about have been offered improved opportunities for learning because of the influence of the tests upon course content. There is no better way for office executive to make known their needs and no better way for educators to ascertain the requirements of business. It remains now to boost the program and obtain for it the recognition it deserves. Incidentally, in this day of rising costs, let us note one outstanding managerial achievement—the cost of the 1947 tests will be reduced 50%!

4. *Awards*—Just a few of Noma's Chapters have offered awards for outstanding scholastic achievement in commercial work. Most often the basis for the award is the academic grade, although in at least one Chapter the prize is awarded on the basis of a competitive examination. Frequently a small cash prize is offered. One Chapter offers a scholarship in evening classes.

5. *Visits*—Many schools invite members of Noma to address classes and assemblies. In the case of students

who are about to graduate, their teachers want them to lose their fear of a prospective employer or want them to have a few final words of advice. Recently, many invitations have come to Noma members to talk with freshmen groups on the advisability of enrolling for commercial work. In one city several Nomaites visited a high school when a member addressed the graduating commercial class. After the ceremony, informal seminars were held in which the graduates interested in such specific subjects as bookkeeping, stenography, etc., met in separate groups and asked questions to their hearts' content.

Visits work in reverse, too. One Chapter circularized its membership to ascertain which offices would welcome class visits. Then a list of those willing to play host was mailed to each secondary and parochial school in the neighborhood.

6. *Job Standards for Beginners*—Standards are in the realm of the intangibles and are elusive and difficult to establish. It is easy enough to measure distance, or weight, or volume—but the problem of measuring potential abilities, or personality traits, or fatigue, is something else again. For years teachers have felt that business men did not really know just what sort of product they wanted the schools to turn out. By and large, that was a fair criticism. Now, Noma is not too proud of its record in proposing standards for the guidance of educators. Our Association, with the help of the business teachers, did develop the *United-Noma Business Entrance Tests*. Through them, of course, standards are being established. Perhaps the examinations will be more widely used this coming year.

However, a start has been made from another angle. One Chapter (we're being careful not to name any one because so many have performed meritoriously in this educational venture) is undertaking a comprehensive study of job standards for beginners which bids fair to open the way for still greater things. In two of the largest offices in the city, some 40 to 50 recent graduates will be asked to make a complete analysis of their work assignments. This much of the program is now under way and in the process the "guinea pigs" will help determine the usefulness of the procedures, forms and data. The second step will be the analysis of 1500 cases—all in the same city—using revised procedures. Finally, each of the other 83 Chapters will be asked to join in the project. It's too early to speak for results but the possibilities are obvious.

7. *Study Groups*—More in the "self-help" than in the cooperative category, is the study group. A half dozen Chapters have devised courses of study in office management, extending from a minimum of six nights to a maximum of three years. These courses are open to members of the Association, although they are primarily designed

"There is a great deal to be done, but we're off to a running start"

for junior executives in the offices of members. An interesting feature is that no one man serves as instructor. In a course of fifteen nights there are probably fifteen different instructors—each a *specialist* in his field. The "professors" sometimes lack the finesse of the professional educator (although many have had teaching experience) but the student interest and enthusiasm more than make up for any instructional shortcomings. Classes are sometimes held in colleges, sometimes in high schools, private schools or Y.M.C.A.'s.

8. *Other Items*—For fear that this message will exceed the allotted space, mere mention will be accorded certain other aspects of this cooperative venture. Many Noma members have contributed articles for periodicals and have addressed teachers' gatherings. Some offices have cooperated in the school-work plan. Office men have acted as counsellors for young folks. One Chapter has prepared a booklet, *To the Prospective Employee*, for distribution to all high school graduates. Local boards of education have asked (and received) assistance in selecting office equipment and in the layout of classrooms for their commercial studies. The United States Office of Education has been a frequent and welcome caller at Headquarters. Noma members have dictated letters for use in audio-visual aids material for shorthand practice. Community surveys have been made to determine the number and specific categories of openings for office beginners.

Crystal Gazing

Noma does not brag too lustily about its educational achievements—but it doesn't hang its collective head in shame, either. There is a great deal to be done but we're off to a running start. What does the future promise?

1. *The Institute*—Last winter Noma queried some 800 college instructors on various phases of their work. The response was nothing short of marvelous. There was one question, however, that is of particular interest here. It was, "How can Noma be of assistance to you?" Several replies proposed "summer institutes," patterned after the study groups just described except, of course, that the period of "exposure" was to be concentrated in three days or so. The details have now been worked out and the first Institute is scheduled for July 9, 10 and 11, at the University of Tennessee, Knoxville. Noma men will serve as instructors for six sessions of two hours each. Teachers and business men are invited to join the group.

Other colleges have been so interested as to have offered facilities for concurrent institutes but the Educational Committee believes it wise to conduct just one trial run this summer. If the undertaking is successful, perhaps a half dozen groups can be spotted over the United States and Canada in 1948.

2. *Course Content*—Outlines of proposed course con-

tent, on both the secondary and college levels, are being prepared.

3. *Correspondence Courses*—A project for the future is the development of correspondence courses in the field of office management.

4. *Adult Classes Cooperation*—Evening school instructors in office management classes have suggested cooperation in a very practical project. Adult students have been asked to take part in Noma's drive for "Practical Office Short Cuts." Results are not yet available.

5. *Graduate Student Cooperation*—One university has assigned three graduate students to work out their theses with Noma's Research and Standards Committee. The topics for study are: office unionization, office production statistics, and office in-service training programs. You can see the possibilities, can't you?

6. *Office Standards*—Someday office standards will be firmly established. No fewer than seven committees are now at work on various aspects of the general theme. Maybe one group will recommend a revised typewriter keyboard. Who can tell?

7. *Student Paper*—Perhaps Noma can afford, sometime; to issue a paper for secondary school business students on a quarterly basis. It might carry words of encouragement, of counsel, descriptions of interesting office practices and a great deal on work attitudes.

8. *Summer Employment*—Beginning in 1947 and really getting under way in 1948, a program of summer office employment for teachers should prove workable and helpful.

It is vitally important that all these projects be considered as *joint* undertakings in which educators and office executives shoulder the responsibilities, share and share alike. Many educators are leaders in Noma's Chapters and the National organization.

Remember that this whole program is a long range and continuing one. The program will lead naturally and logically to one of Noma's most cherished dreams—the establishment of professional standards and the certification of office managers.

Some phases of the work appear to be carried on by Noma Chapters; others by the National. Obviously, however, there can be but one overall and interrelated program. National committees, Area supervisors, Chapter committees and the National Headquarters staff members provide the necessary personnel. Regular meetings, a manual of operating suggestions and a monthly release by the National to the Chapter, reporting developments in 84 cities, are useful instruments.

Perhaps much more could be written on this vital topic but let us close with the reminder that much is yet to be done. Noma looks forward to many years of friendly cooperation with the UBEA in accomplishing the work as yet unfinished.

AUDIO-VISUAL AIDS

NOTE: The UBEA FORUM welcomes all such reviews of audio-visual materials.

The Secretary Takes Dictation (1 reel, sound, color or black and white, collaborator: Peter L. Agnew, Ph. D., Associate Professor of Education, New York University) Illustrates the procedures and practices in taking dictation in a business office. Although it is not intended to teach shorthand skills, the film can be used to good advantage in shorthand classes to motivate study and present professional information. This film presents duties of a secretary in a modern office, as compared with those of a stenographer or clerk, with emphasis on the efficient organization of the work of the secretary. The correct procedures of handling dictated material of rush items, telegrams, office memos, corrections, and insertions are demonstrated fully, together with office practices. This film is recommended for all secretarial office practice courses, shorthand courses, and vocational information classes.

Bookkeeping and You (1 reel,

sound, color or black and white. Collaborators: Dr. Paul A. Carlson, Director of Commercial Education, Whitewater (Wis.) State Teachers College, and Dr. Hamden L. Forkner, Professor of Education, Columbia University.) The boy or girl, man or woman, who learns how to keep a systematic record of cash income and outgo, and applies this knowledge, has taken an important step. This film is designed to aid the student in three ways. First, it is to motivate study. The film will give the student reasons for study; it will help him achieve a perspective for purposeful work. Second, it is an aid to educational guidance. Those schools which encourage careful selection of optional courses on the basis of information will want to show this film to students before they plan and select their courses of study. Third, it is an aid to vocational guidance. This film gives much

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job information and information relating to educational preparation for a variety of kinds of work. It is designed for use with groups in junior or senior high schools.

LONDON CONFERENCE

Word has just been received from Mr. Isaac Pitman, of London, that the proposed conference on business education in London during the month of August has been cancelled due to difficult travel and housing accommodations. They are now planning to hold the conference in the summer of 1948.

The FORUM will carry announcements and developments as soon as they are known.

COLUMBIA LUNCHEON

Teachers College, Columbia University, is holding a luncheon in connection with the meeting of the Eastern Commercial Teachers Association on Friday, April 4, at 12:30 p.m., at the Hotel Statler in Boston. All present and former students of Teachers College are cordially invited. Reservations are to be left at the Hotel Statler, care of Hamden L. Forkner.

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Washington 6, D. C.

The Guidance Program

(Continued from page 37)

with employers beyond the mere requirements of good placement facilities. These relationships would involve a certain amount of education of employers in the personnel policies hinted at in the beginning of this paper.

5. Business teachers should be well aware of and able to incorporate into their training schedules a continuing program of adult education in business skills.

If this paper were a comprehensive discussion of a guidance program, many other factors would have to be included. The relation of such a program to instruction, its role in dealing with personality problems which have so large an effect on success in employment adjustment, and the relationship between the specialist (the counselor) and the other members of the school staff would have to be discussed in some detail. The use of such tools as various types of tests and measurements would need to be closely examined. This discussion, however, is confined only to some immediate and practical problems, chosen because they appear to be in the forefront of the business teacher's mind and because in their solution selected elements of the guidance program have some help to give.

If the facts presented here are valid, one conclusion seems to emerge: business teachers have a stake in the further development of practical guidance programs, and, as a corollary to this, business teachers should seek

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further acquaintance with and training in those phases of the guidance program which are important for their profession and for their special interests in the vocational world.

In studying this matter further one principle should be observed: the guidance program should be regarded as a service to the individual as he seeks to attain better ultimate vocational adjustment. It is not a recruitment device for business courses or for business occupations. This point of view is not only necessary in any approach to guidance work; it will also aid in keeping the business teacher centered on the fact that he himself is teaching individuals rather than devoting himself to building up any phase of education or to serving a group of employers. These latter objectives are legitimate considerations, but they are only incidental to the main purpose, that of helping Jim and Mary to realize their best opportunities in the light of their abilities, native and developed.

The U. S. Office

(Continued from page 35)

State departments of education and teacher-training institutions that are cooperatively developing in-service teacher-training programs designed to meet not merely the fixed requirements for an advanced degree but the current individual needs of employed teachers, coordinators, and supervisors through conferences, workshops, short intensive refresher courses, experience in making community surveys and job analysis, and periodic employment in business establishments; and the examples of an increasing number of State departments of education that are providing unified supervision and leadership of the total program of business education—these and many other examples that could be cited are conclusive evidence that a constructive, comprehensive, and defensible program in business education can be developed in all of the schools in all of the States.

An Analysis

We now invite you to take with us one more look at business education to see if we can discover the causes of these constructive developments and the reasons they are not more widespread.

Success or failure in business education, as in any other area of education, may not be attributed to any one person, group, or organization. Some of the excellent beginnings in business education that were stimulated by the use of federal vocational education funds, for example, may not be attributed wholly to the stimulation of federal funds.

In any movement of a social and civic nature, such as education, progress is conditioned upon the intelligent cooperation of all individuals and groups concerned and the unselfish guidance and assistance of individuals and organizations in leadership positions.

Responsibility

Local business teachers should not, therefore, be held wholly responsible for the progress of business education. Their contribution, however, is important. The local

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school administrator—principal, vocational director, and superintendent of schools—share the major leadership responsibility for providing the conditions, atmosphere, personnel, and organization for developing business education programs that adequately meet the needs of all in-school youth and adults.

Education is a local responsibility and should continue to be so, even when financial support comes from the state and federal governments. Notwithstanding the American principle of local control of education, tremendous responsibility is inescapably placed on education associations such as the United Business Education Association, organizations of businessmen, and more particularly on teacher training institutions, State departments of education, and the U. S. Office of Education to provide the required stimulation, guidance, assistance, and leadership in developing total, well balanced, and long range programs in business education.

Looking at the problem somewhat more specifically, we believe that when *all* business education associations concern themselves with *all* the phases and *all* of the problems in business education, when more graduate business teacher-training institutions offer curricula that will train supervisors, directors, and teacher trainers of business education to be aware of and concerned with the total program of business education and competent to deal with it constructively; and when all State departments of education provide unified and coordinate supervision of the total program, the examples of constructive developments in business education mentioned

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in the foregoing paragraphs will become a widespread reality. The personnel of the U. S. Office of Education concerned with business education will cooperate unceasingly within the limitations of its small staff, travel and printing funds in helping to realize these desirable and attainable objectives.

EDITOR'S NOTE: The readers of this stimulating and challenging article by Mr. Kyker and Dr. Jones are referred to the following publications for further and more detailed discussion of problems related to this subject:

U. S. Office of Education, Vocational Division Bulletin No. 234, Washington D. C.: Government Printing Office, 1945. (Chapter V, "Business Education," pp. 159-189.)
Educational Policies Commission: *The Purposes of Education in American Democracy*. National Education Association, Washington, D. C., 1938. (Chapter VI, pp. 91-108.)
Educational Policies Commission: *Education for All American Youth*. National Education Association, 1944. (See Index.)

Goals for Action

(Continued from page 32)

for four-year college graduates professionally prepared to teach.

(4) Annual salary increases starting with the second year of service and continuing with additional experience and training to a level of at least \$4000 per year for college-trained teachers with ten years of service, with salaries of \$5000 to \$6000 per year for teachers of long experience and demonstrated efficiency.

(5) A class size of 25-30 pupils, with teachers in high schools and other departmentalized schools dealing with a maximum of 100 pupils per day in four, or at most five, classes per day.

(6) Refusal by colleges and universities to admit students of low ability into teacher preparation curriculums.

(7) Liberal state scholarships to attract the most competent young people into teacher preparation courses.

(8) Increase of \$2,000,000,000 in financial support for public schools from local, state, and federal sources.

(9) Financial support of teacher preparation institutions by an amount per student equal to at least the average expenditure per student for other types of general and professional higher education.

(10) Effective tenure, retirement, and tax legislation extended to all states and institutions.

(11) Cooperative inservice education programs for teachers, with adequate financial support.

(12) Active commissions on teacher education and professional standards in all state education associations to advance these and other necessary standards.

EDITOR'S NOTE: We approve a professional standard for teachers who are four-year college graduates with full professional training: from a minimum beginning salary of \$2400 a year with annual increments the second year and each year thereafter to a salary level of \$5000 to \$6000 for long experienced and efficient teachers. —From a resolution adopted by the Board of Managers of the National Congress of Parents and Teachers at New Orleans, Louisiana, December 5, 1946.

Join the UBEA, a department of the NEA, now, and help make these goals real.

The above excerpt was taken from the Leaders Letter of the NEA, January 2, 1947.

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Why the UBEA

(Continued from page 29)

will, in addition, receive a research publication. They will also be able to purchase standardized typewriting tests for their pupils. Certificates of proficiency will be issued to those who qualify. Furthermore, through the joint cooperation of the United Business Education Association and the National Office Management Association, business entrance tests will be available to test the employability of graduating business students. In addition, special bulletins dealing with trends and developments in business education will go forward to members during the year.

Affiliation

The third important condition for successful operation of a professional organization is that it must be easy for other professional groups having like interests to affiliate with the larger group in order to bring about greater solidarity and uniformity of purposes. The United Business Education Association has made provision for any group of teachers, whose primary interest is business education, to affiliate with the national organization and to have representatives on the general assembly of the national organization.

Cooperation with Other Groups

The fourth condition is that the organization must cooperate with other fields of endeavor that are related to the purposes for which the organization is set up. The United Business Education Association has, through its executive secretary and special committees, secured the cooperation of a number of other educational and business organizations.

Good Public Relations

The fifth condition is that the organization must develop and carry on a good public relations program. This is being done by our executive secretary as well as by members of the executive committee through membership on significant committees in the field of education.

Agreement on Objectives

The sixth and final condition for a successful organization is that the purposes of the organization shall be

those upon which the members agree. If, for example, part of the membership, including the officers and executive committee, believe that free public education should be made available to every person from the time he enters school until he finds his place in the occupational world while another part of the membership believes that it is all right to educate him through high school but after that he must pay for his education, then that professional organization cannot achieve many of its objectives.

The United Business Education Association stands on the premise that every young person is entitled to free, public education from kindergarten through the university. This includes public, junior colleges, public business schools, and public professional schools and colleges. The Association does not condemn those who operate ethical proprietary schools, non-profit schools, or colleges, nor does it criticize those who teach in them. It does condemn those institutions, their directors, their owners, their trustees, and those members of their staff who participate in, support, or encourage legislation which limits education of the youth of America, whether on a local, state, or regional basis. The "Bill of Rights" for young America should include the right to free education in any field of endeavor so long as it is able to profit therefrom. The proprietary and non-profit schools and colleges of America have had a long and fruitful history. They have made great contributions to the education of young Americans. Many of them will continue to do so. But if they must depend upon protective legislation which, in turn, prevents some young Americans from receiving an adequate education, then they are doomed. Young Americans, whatever their economic abilities, are not to be denied education.

The United Business Education Association has all the requirements for a successful member-serving organization. Every business teacher in America who believes young Americans must have the best education America can give them should become a member now in order that we may further extend the work of the Association. Join today! Your membership is a contribution to good education and an investment in services which you will be able to use in your day-to-day work.

HAMDEN L. FORKNER, *President*.



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I believe that the future of America depends upon mutual understanding and cooperation of business, industry, labor, the home, the church, the school, and by the peoples of our own and other lands. I agree to do my utmost to bring about better understanding and cooperation on the part of all these groups.

I believe every young person should prepare himself for a useful occupation, and that he should carry on that occupation in a manner that will bring the greatest good to the greatest number.

I believe every young person should be actively interested in better social, political, community, and family life.

I believe every young person has a right to earn his living at a useful occupation and that this right should not be denied him because of race, color, or creed.

I believe every young person should take responsibility for carrying out assigned tasks in a manner that will reflect credit to himself, his associates, his school, and his community.

I believe in my own ability to work efficiently and to think clearly, and I pledge myself to use these abilities to make America a better place for everyone.

Suggestions for Organizing FBLA Chapters

NOTE: It is hoped that these notes will aid teachers throughout the United States in organizing new chapters.

1. In those schools where there are now organized commercial clubs, these may be the nucleus of the Future Business Leaders of America.
2. Form an advisory committee of men and women from the local community to work with the Future Business Leaders of America student group to set up projects which the local group can sponsor. This advisory committee can be built up of men and women in the various service clubs. In communities where there is a chamber of commerce or junior chamber of commerce, these men should be asked to serve on the advisory committee. Women from stores or professional groups should also be included.
3. Every student who is taking a subject in the business department is eligible for membership. Scholarship should not be the criterion for it is often that those who are not outstanding students need to have an opportunity to participate in organized club activities.
4. The other requirements in addition to being enrolled in a commercial subject should be: a good attendance record; willingness to work with others in improving school and community relationships; a desire for self-improvement scholastically as well as personally; an ambition to work in the field of store or office occupations or to become a proprietor of a store or office; a favorable attitude toward the school and its function.
5. In each school the business teacher or head of the department, if there is one, should act as faculty adviser to the organization. Emphasis should be toward full management of the chapter.
6. The club should set itself a particular task or job or project for the year. Suggested projects for the chapter are:
 - (a) Community studies to determine job possibilities for students with a business background.
 - (b) Studies to determine what former graduates of the school are doing and what their recommendations are for students now in school.
 - (c) Development of community handbooks describing the business activities of the community and suggestions for new enterprises.
 - (d) Excursions to neighboring communities and cities to study employment opportunities.
 - (e) Development of standards and a description of them so that students may know what business will expect of them as they seek employment.
 - (f) A speakers bureau of business students who can appear before high school and elementary school assemblies, luncheon clubs, young people's associations and business groups to speak on such topics as:
 - (1) what the responsibility of business firms is toward young high school graduates
 - (2) what the high school graduate ought to know about getting a job
 - (g) The making of films which show the opportunities for work in the community.
 - (h) The making of films which show what to do and what not to do when applying for a job.
 - (i) Planning with local radio stations for a series of broadcasts regarding the place of the school in training young people for community life.
 - (j) A study to show how our government provides such services as the public school, public health, recreation, protection, highways, employment service, etc.
 - (k) Furnish stenographic or clerical service to the teachers, to a church, the Red Cross or some other welfare group.
- (1) Merchandising students may assist in advertising, selling, or otherwise promoting a community service project.
7. The steps in organizing a chapter are:
 - (a) Submit a list of charter members to the state-sponsoring body with a statement setting forth the name of the person in the school who is to act as sponsor, the names of the student officers, the name of the school, and the principal of the school.
 - (b) Submit a proposed project or projects which the chapter is undertaking.
 - (c) Submit the charter fee of one dollar. The 25 cents per member dues for the semester may be submitted with the charter fee.
 - (d) The state-sponsoring body will forward to the national chapter its approval of the application.
 - (e) The national chapter office will forward the charter direct to the local chapter, together with membership emblems.

The chapter may apply directly to the United Business Education Association, H. P. Guy, Executive Secretary, 1201 Sixteenth Street, N. W., Washington 6, D. C., if the state-sponsoring body is not known.

FBLA CHAPTERS ORGANIZED RECENTLY

East Hartford High School, East Hartford, Connecticut; Dobbs Ferry High School, Dobbs Ferry, New York; University Rural High School, Morgantown, West Virginia; Hapeville High School, Hapeville, Georgia; Greensburg High School, Greensburg, Indiana; Decatur High School, Decatur, Illinois; West Senior High School, Rockford, Illinois; Atkinson High School, Atkinson, Nebraska; East Central Junior College, Decatur, Mississippi; Gary High School, Gary, West Virginia; Hedgesville High School, Hedgesville, West Virginia.

DOBBS FERRY PUBLIC SCHOOLS

DOBBS FERRY, N. Y.

WILLIAM Z. LINDSEY
Principal of High School

JOHN A. MCGINNESS
Superintendent of Schools

January 10, 1947

Mr. Hollis P. Guy, Executive Secretary
United Business Education Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Mr. Guy:

We received our charter and we are very happy that we now, officially, belong to the Future Business Leaders of America.

You ask that we send you a copy of our school paper. We are enclosing our Christmas number but we are not too proud of this issue. Our mimeograph was broken and we were forced to use another which was almost in as bad a condition as ours. We shall send you a later copy of our paper that you may see the improvement.

We have started a new project and thought, perhaps, you would like to know about it. We have made a survey of all the people in the senior class who are not going to college, and have listed the various vocations in which each person is interested. On February 20th, we are having a luncheon in the Home Economics Apartment, at which time a few seniors, our superintendent and principal, a few members of the faculty, two members of the Board of Education, the parents of the officers of the FBLA, and a representative of the various vocations in which each of our seniors is interested will gather for this luncheon prepared by the Home Economics Department. The main objective of "our party" is that each senior become better acquainted and have a better understanding of the vocation he feels he would like to make his life work.

We are planning on fifty-two guests. We have a representative from four of the best schools in New York City: a representative from a merchandising school; two from art schools. For those who plan to go immediately into earning their livelihood, we have asked as representatives: a person from the New York Telephone Company, from the Metropolitan Life Insurance Company, from Reader's Digest, from R. H. Macy's personnel division, our local bank, a local real estate agent, a local successful business man, and a representative from the Anaconda Industry of Hastings. Miss Tunney, our faculty advisor, has appointed several committees including a receiving committee and a publicity committee to help make this project a success. We are enclosing a copy of a letter which was sent to the various representatives.

We have had several other projects among them, we have sponsored the magazine "Prep," a national magazine for practical living; have sponsored several visual aids in our field; have taken a field trip to New York City where we received an hour and a half instruction at the comptometer offices; visited the DuBarry Success School, "the last word in grooming"; and sponsored a movie to raise money for a dictaphone machine for our department. We have also submitted seven emblems to the FBLA, in hopes that one of ours will be accepted for the national emblem of the organization.

I hope I have not tired you by this report, Mr. Guy but we want you to know what we are trying to do and also that we have been thoroughly stimulated by joining this organization. We will be further stimulated, I am sure, as soon as we have become better acquainted with the Constitution. In a day or two we will all have a copy of it.

If you have any other ideas which may be helpful to us, we would be very happy to receive them. Thank you for your interest and courtesy.

Yours truly,

FUTURE BUSINESS LEADERS OF AMERICA

/s/ Fanny Nisco, Secretary
Dobbs Ferry Chapter

(Editor's Note: This letter is presented to our readers because it describes the spirit and activities of a typical high school FBLA chapter.)

MARCH, 1947 :

STATE SUPERVISORS OF BUSINESS EDUCATION

JANUARY 31, 1947

Note: Undoubtedly there are errors on this list. We shall appreciate receiving any and all corrections.

Arkansas	A. W. Ford	Supervisor of Distributive Education State Department of Education, Little Rock	New Jersey	Lloyd Jacobs	Supervisor of Distributive Education Trenton Trust Building, Trenton
California	Ira W. Kibby	Chief, Bureau of Business Education Commission for Vocational Education Sacramento	New York	Clinton A. Reed	Chief, Bureau of Business Education State Education Department, Albany
Colorado	John R. Waldeck	Supervisor of Distributive Education 210 State Building, Denver	North Carolina	T. Carl Brown	Supervisor of Distributive Education State Department of Education, Raleigh
Connecticut	Paul Boynton	Supervisor of Business Education State Department of Education Hartford	North Dakota	Tore S. Allegrezza	Supervisor of Business Education University Station, Grand Forks
	James A. Dorsey	Supervisor of Distributive Education State Department of Education Hartford	Ohio	Wade D. Bash	Supervisor of Business Education State Office Building, Columbus
Delaware	C. A. Nolan	Supervisor of Business Education School Administration Building Wilmington		Marguerite Loos	Supervisor of Distributive Education State Office Building, Columbus
District of Columbia	Irene C. Hypps	Supervisor of Business Education (Div. 10-13) Cardozo High School, Washington	Oklahoma	M. J. DeBenning	Supervisor of Distributive Education Oklahoma A. & M. College, Stillwater
Georgia	J. R. Wommack	Supervisor of Distributive Education State Office Building, Atlanta	Pennsylvania	S. Gordon Rudy	Chief, Bureau of Business Education State Department of Education Harrisburg
Hawaii	Nina Clover	Supervisor of Business Education P. O. Box 1601, Honolulu		S. J. Caplan	Chief, Bureau of Distributive Education State Department of Education Harrisburg
Illinois	John A. Beaumont	Supervisor of Business Education State Department of Education Springfield	Puerto Rico	Maria T. Valles	Supervisor of Business Education Insular Board for Vocational Education San Juan
Kansas	H. D. Shotwell	Supervisor of Vocational Business Education State Department of Education Topeka	South Carolina	M. C. Smith	Supervisor of Distributive Education State Department of Education Columbia
Louisiana	D. R. Armstrong	Supervisor of Distributive Education State Department of Education Baton Rouge	South Dakota	Roland M. Noll	Supervisor of Distributive Education State Department of Education Pierre
Maryland	R. Floyd Cromwell	Supervisor of Distributive Education 111 Lexington Building, Baltimore	Tennessee	Arnold D. Albright	Supervisor of Distributive Education War Memorial Building, Nashville
Massachusetts	Harold E. Shapiro	Supervisor of Distributive Education 200 Newbury Street, Boston	Texas	M. A. Browning	Supervisor of Distributive Education State Department of Education, Austin
Michigan	Jack Milligan	Chief, Business Education Division Bauch Building, Lansing	Utah	Robert A. Nelson	Supervisor of Business Education State Department of Education Salt Lake City
Minnesota	F. J. Lueben	Supervisor of Business Education 488 Wabash Street, Saint Paul	Vermont	John H. Morrow	Supervisor of Distributive Education High School, Burlington
Missouri	Fran McCreery	Director of Distributive Education State Department of Education Jefferson City	Virginia	A. L. Walker	Supervisor of Commercial Education State Office Building, Richmond
Montana	Truman Cheney	Supervisor of Distributive Education State Capitol Building, Helena		Louise Bernard	Supervisor of Distributive Education State Office Building, Richmond
Nebraska	Cecil Stanley	Supervisor of Distributive Education State Capitol Building, Lincoln	Washington	Fred Westberg	Supervisor of Distributive Education P. O. Box 97, Olympia
New Hampshire	Earl H. Little	Acting Supervisor of Distributive Education State Department of Education Concord	West Virginia	Harry Q. Packer	Supervisor of Distributive Education State Department of Education Charleston
			Wisconsin	Roy Fairbrother	Supervisor of Distributive Education 1 West Wilson Street, Madison
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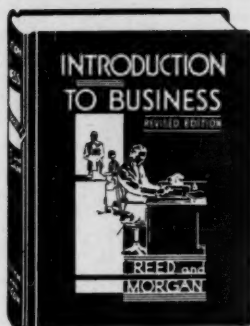
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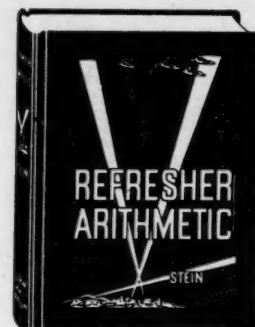
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BETTER BUSINESS

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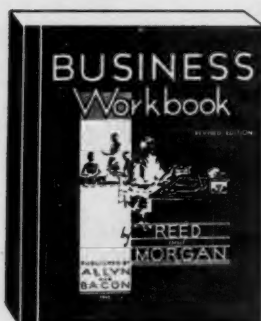
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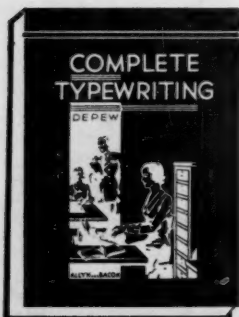
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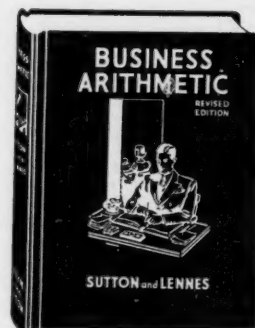
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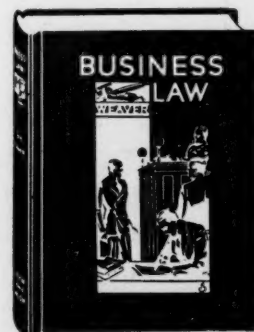
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